

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Ms. Jarely Lopez, Clerk, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Katalina Martinez, Member
Ms. Debra M. Cordes, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

AGENDA REGULAR BOARD MEETING Wednesday, February 16, 2022

5:00 PM - Study Session
5:30 PM - Closed Session to Follow
7:00 PM - Return to Regular Board Meeting

***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a Speaker Request Form and submitting the form to the Assistant Superintendent of Human Resources. The speaker should indicate on the card whether they wish to speak during Public Comment or when a specific agenda item is considered.

Watch the meeting live: osdtv.oxnardsd.org

Broadcasted by Charter Spectrum, Channel 20 &
Frontier Communications, Channel 37

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

February 16, 2022

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (5:00 PM)

The President of the Board will call the meeting to order. A roll call of the Board will be conducted.

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

A.2. Pledge of Allegiance to the Flag

Mrs. Mary Truax, Special Education Manager, San Miguel School, will introduce Lydia Sandoval, student in Ms. Biggerstaff's class, who will lead the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

The District's Mission and Vision Statement will be read in English by Jionnie Viado, student in Ms. Piña's class at San Miguel School. The District's Mission Statement will be read in Spanish by Damien Sakamoto, student in Mrs. Chavez's class at San Miguel School. The District's Vision Statement will be read in Spanish by Christian Rodriguez, student in Mrs. Kubilos's class at San Miguel School.

A.4. Presentation by San Miguel School

Mrs. Mary Truax, Special Education Manager, San Miguel School, will provide a short presentation to the Board regarding San Miguel. Tokens of appreciation will be presented to the students that participated in the Board Meeting.

A.5. Adoption of Agenda (Superintendent)

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

A.6. Study Session - Updates on Improvements to Custodial Practices (Aguilera-Fort/Miller)

The administration will provide an update on the improvements to the district's custodial practices.

A.7. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a “Speaker Request Form” and submitting the form to the Assistant Superintendent of Human Resources. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker. The Board will now convene in closed session to consider the items listed under Closed Session.

A.8. Closed Session

1. Pursuant to Section 54956.9 of Government Code:

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- Anticipated Litigation:

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:

Conference with Labor Negotiator:

Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP

Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:

- Public Employee(s) Discipline/Dismissal/Release

- Resolution # 21-16: Non-Reelection of Probationary and Release of Temporary Certificated Employees

- Public Employee Evaluation

- Superintendent

A.9. Reconvene to Open Session (7:00 PM)

A.10. Report Out of Closed Session

The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

A.11. Introduction of Newly Appointed Oxnard School District Administrator (Aguilera-Fort)

Introduction of newly appointed Oxnard School District administrator:

- Jason Ball, Web Content Analyst

A.12. Report on Oxnard School District 2021-22 Mid-Year Local Control Accountability Plan (LCAP), and Supplement to the Annual Update for the LCAP (DeGenna)

The Assistant Superintendent, Educational Services, will provide a report on the Oxnard School District 2021-22 Mid-Year Local Control Accountability Plan (LCAP), Supplement to the Annual Update for the LCAP, and Budget Overview for Parents.

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por cada ponente)

Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised.

The Board particularly invites comments from parents of students in the District.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Los miembros del público podrán dirigirse a la Mesa Directiva sobre cualquier asunto que corresponda a la jurisdicción de la Mesa Directiva en este periodo o cuando este punto figure en el orden del día y sea analizado. Los comentarios deben limitarse a tres (3) minutos. Tenga presente que esta reunión está siendo grabada y televisada. La Mesa Directiva invita en particular a los padres y alumnos del distrito a que presenten sus comentarios.

B.2. Public Hearing - Options for Trustee Area Redistricting (Aguilera-Fort/Sawhney)

A public hearing will be held to review and receive public input on the options for Trustee Area Redistricting. This item will be presented for the Board's consideration and adoption during the Action section of the meeting.

Section C: CONSENT AGENDA

(All matters specified as Consent Agenda are considered by the Board to be routine and will be acted upon in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items be discussed and/or removed from the Consent Agenda.)

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

It is recommended that the Board approve the following consent agenda items:

C.1. Enrollment Report (Aguilera-Fort)

District enrollment as of January 31, 2022 was 14,454. This is 657 less than the same time last year.

C.2. Personnel Actions (Torres/Batista/Torres)

It is the recommendation of the Assistant Superintendent, Human Resources, the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

C.3. Establishment, Abolishment, Increase of Hours, and Reduction of Hours of Positions (Torres/Torres)

It is the recommendation of the Assistant Superintendent, Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment, abolishment, increase of hours, and reduction of hours of positions, as presented.

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

C.4. Approval of Amendment #1 to Agreement #21-02, City of Oxnard Recreation and Community Services ASES Contract for the After School Program (DeGenna/Shea)

It is the recommendation of the Director, Enrichment and Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Amendment

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#1 to Agreement #21-02 with the City of Oxnard Recreation and Community Services to provide the After School Program for Oxnard School District, in the amount not to exceed \$200,000.00 for the 2021-22 FY and \$4,830,000.00 for the 2022-23 FY, to be paid out of After School Education and Safety (ASES) Grant.

C.5. Approval of Agreement #21-176 – Art Trek, Inc. (DeGenna/Zaidi)

It is the recommendation of the Principal, Ritcher School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-176 with Art Trek, Inc., to provide on-site/in person Art Trek Site Instructors, February 17, 2022 through March 11, 2022, in the amount not to exceed \$9,500.00, to be paid out of Title I funds.

C.6. Approval of Agreement #21-178 – Positive Adventures, LLC (DeGenna/Shea)

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-178 with Positive Adventures, LLC, to provide an Educational Outdoor Program for 5th grade classes from 17 school sites inclusive of a 2-3 hour on-campus team building experience, a full day outdoor education trip to Camp Lawrence Daley at Mt. Crags & Camp Gilmore, and Environmental Science Lessons, March 1, 2022 through September 30, 2022, in the amount of \$174,000.00, to be paid out of Title 1 and ELO Program funds.

C.7. Approval of Agreement #21-180 and Award of RFP #21-02 Purchase and Installation of Wireless Access Points (Aguilera-Fort/Mitchell)

It is the recommendation of the Superintendent and the Chief Information Officer that the Board of Trustees approve Agreement #21-180 and award RFP #21-02 Purchase and Installation of Wireless Access Points to STS Education in the amount of \$1,520,452.87, to be paid out of E-Rate Funds and ESSER-2 Funds.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.8. Ratification of Agreement #21-177 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-177 with the Ventura County Office of Education, to provide Special Circumstances Paraeducators (SCP's) services to Special Education Students #EG061410, #RR103108, and #AC080310 during the 2021-2022 school year, including Extended School Year, in the total amount of \$84,045.89, to be paid out of Special Education Funds.

Section D: ACTION ITEMS

(Votes of Individual Board Members must be publicly reported.)

D.1. Acceptance of Oxnard School District Audit Report, June 30, 2021 (Aguilera-Fort/Crandall Plasencia)

It is the recommendation of the Superintendent and the Director of Finance that the Board of Trustees accept the Oxnard School District Audit Report, June 30, 2021, as presented.

Board Discussion:

Moved:

Seconded:

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Vote:

ROLL CALL VOTE:

Cordes ___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.2. Acceptance of Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2021 (Aguilera-Fort/Crandall Plasencia)

It is the recommendation of the Superintendent and the Director of Finance that the Board of Trustees accept the Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2021, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.3. Approval of the Comprehensive School Safety Plans for 21 Sites (DeGenna/Nocero)

It is the recommendation of the Assistant Superintendent, Educational Services and the Director of Pupil Services that the Board of Trustees approve the Comprehensive School Safety Plans for all 21 elementary and middle schools, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.4. Approval of Tentative Agreement #21-179 with the Oxnard Supportive Services Association (“OSSA”) regarding Salary for the 2020-2021 School Year (Torres)

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Tentative Agreement #21-179 between the Oxnard School District and the Oxnard Supportive Services Association, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

D.5. Consideration of Votes for 2022 CSBA Delegate Assembly Vacancies (Aguilera-Fort)

It is recommended that the Board of Trustees consider whether it wishes to vote for representatives to fill four (4) vacancies in the CSBA's Delegate Assembly, Subregion 11-B (Ventura).

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

D.6. Selection of Option for Trustee Area Redistricting (Aguilera-Fort/Sawhney)

It is the recommendation of the Superintendent that the Board of Trustees make a determination regarding the adoption of one of the options for Trustee Area Redistricting.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented:

- April 14, 2021 Regular Meeting
- May 5, 2021 Regular Meeting
- May 11, 2021 Special Board Meeting

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

Section F: BOARD POLICIES

(These are presented for discussion or study. Action may be taken at the discretion of the Board.)

F.1. First Reading of Board Policy BP 6170.0 Transitional Kindergarten (DeGenna/Fox)

It is the recommendation of the Assistant Superintendent, Educational Services and the Director

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

of Teaching and Learning that the Board of Trustees receive the revisions to Board Policy BP 6170.1 Transitional Kindergarten for first reading, as presented. The revised policy will be presented for second reading and adoption at the March 2, 2022 Board Meeting.

Section G: CONCLUSION

G.1. Superintendent's Report (3 minutes)

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

G.2. Trustees' Announcements (3 minutes each speaker)

The trustees' report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

G.3. ADJOURNMENT

Moved:

Seconded:

Vote:

Time Adjourned _____

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

Karling Aguilera-Fort, Ed. D.

District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street, Oxnard, California by 5:00 p.m. on Friday, February 11, 2022.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Study Session

Study Session - Updates on Improvements to Custodial Practices (Aguilera-Fort/Miller)

The administration will provide an update on the improvements to the district's custodial practices.

FISCAL IMPACT:

None.

RECOMMENDATION:

None – information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a “Speaker Request Form” and submitting the form to the Assistant Superintendent of Human Resources. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker.

The Board will now convene in closed session to consider the items listed under Closed Session.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

Closed Session

1. Pursuant to Section 54956.9 of Government Code:
Conference with Legal Counsel
 - Existing Litigation:
 - Oxnard School District et al. Central District No. CV-04304-JAK-FFM
 - Anticipated Litigation:
 - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case
2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
Conference with Labor Negotiator:
Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential
3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release
 - Resolution # 21-16: Non-Reelection of Probationary and Release of Temporary Certificated Employees
 - Public Employee Evaluation
 - Superintendent

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

Reconvene to Open Session (7:00 PM)

Reconvene to Open Session (7:00 PM)

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

Report Out of Closed Session

The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District Administrator (Aguilera-Fort)

Introduction of newly appointed Oxnard School District administrator:

- Jason Ball, Web Content Analyst

FISCAL IMPACT:

Informational only.

RECOMMENDATION:

The newly appointed administrator will be introduced to the Board of Trustees.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section A: Report

Report of Oxnard School District 2021-22 Mid-Year Local Control Accountability Plan (LCAP), and Supplement to the Annual Update for the LCAP (DeGenna)

The Board of Trustee will receive a presentation on the annual update to the 2021-22 LCAP and budget overview for parents. This presentation will include the following:

- The Supplement for the Annual Update for the 2021-22 LCAP
- All available mid-year outcome data related to metrics identified in the 2021-22 LCAP
- Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP
- Update to Budget Overview for Parents

FISCAL IMPACT:

None

RECOMMENDATION:

No recommendation

ADDITIONAL MATERIALS:

Attached: [Mid-Year LCAP Update Presentation Feb. 16 2022 \(32 pgs\).pdf](#)
[2022 Supplement to Annual Update for 2021-22 LCAP Oxnard School District \(8 pgs\).pdf](#)
[2021 LCAP Mid-Year Report Oxnard School District \(82 pgs\).pdf](#)
[Update to Budget Overview for Parents \(4 pgs\).pdf](#)

Oxnard
School District
February 16, 2022

Mid-Year LCAP Update



Background



Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$179,555,309	\$186,325,747
LCFF Supplemental/ Concentration Grants	\$47,040,291	\$53,868,699

When the Oxnard School District adopted our LCAP and Budget on June 23, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:



Impact to the Budget Overview for Parents

Supplement for the Annual LCAP

State Funds

- Educator Effectiveness Block Grant
- Expanded Learning Opportunity Grant
- Expanded Learning Opportunity Program (TBD)
- Concentration Grant Add-On

Federal Funds

- Elementary and Secondary School Emergency Relief
 - ESSER I
 - ESSER II
 - ESSER III



Supplement for the Annual Update for the 2021–22 LCAP



The Supplement has five prompts:

- A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
- A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Supplement for the Annual Update for the 2021–22 LCAP



- The Supplement has five prompts:
 - A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
 - A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

Supplement for the Annual Update for the 2021–22 LCAP



- The Supplement has five prompts:
 - A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Prompt 1 and 3:
Educational
Partner
Engagement for
Budget Act
funds:



Engaging Educational Partners

- DELAC
- Mixteco Parent Advisory Committee
- African America Parent Advisory Committee
- Superintendents Parent Advisory Committee
- LCAP Committee
- Superintendent's Fellows
- PTA
- Surveys to Staff and Families

Prompt 1 and 3:
Educational
Partner
Engagement for
Budget Act
funds:



Educator Effectiveness Block Grant – \$3,751.493

Highlights

Instructional Rounds on Culturally Responsive Practices
Professional Development for full-day Para Educators
Additional Social Workers to support students and families

Expanded Learning Opportunity Grant- \$12,590,000

Highlights

Summer School Program
Middle School Literacy Intervention Support
Full Day Para-Educators
Literacy Intervention Teachers
LVN for each school

**Universal Prekindergarten (UPK) Planning and Implementation Grant
Program – 403,212**

Planning Development – In collaboration with Ventura County Office of
Education

- *Additional Concentration Grant Funds – \$6,828,408*
 - Restore 21 school site Office Assistant II positions, at a total annual cost of \$1,165,188
 - Provide an additional one hour per day for 20 ORC positions, which would have otherwise been cut, at a total annual cost of \$250,000
 - Provide additional hours for Campus Assistants district-wide, at a total annual cost of \$90,000
 - Provide substitute teacher and classified employee incentive program, in order to maintain adequate substitute staffing levels during a time of staffing shortages, at an estimated annual cost of \$300,000
 - Provide one additional ISP Teacher at each of the three middle schools, at a total annual cost of \$86,410



Prompt 2: Use of additional Concentration Funding

Prompt 4: Implementation of the ESSER III Expenditure Plan:



Successes

- Development and Implementation of Short-term and Long-term Independent Study Program
- Literacy Intervention Teachers
- Additional Psychologist to Support Special Education Department
- COVID-19 Testing and Contact Tracing Systems developed internally.
- Development of the system to monitor the COVID-19 vaccination requirements.

Prompt 4: Implementation of the ESSER III Expenditure Plan:



Challenges

- Many of the actions identified require additional staff, it has been very difficult to be fully staffed across all job responsibilities

Prompt 5: Using fiscal resources consistent with LCAP:



All actions and services in the ESSER III and Return to In-Person Instruction and Learning Continuity Plan are aligned to the LCAP Goals:

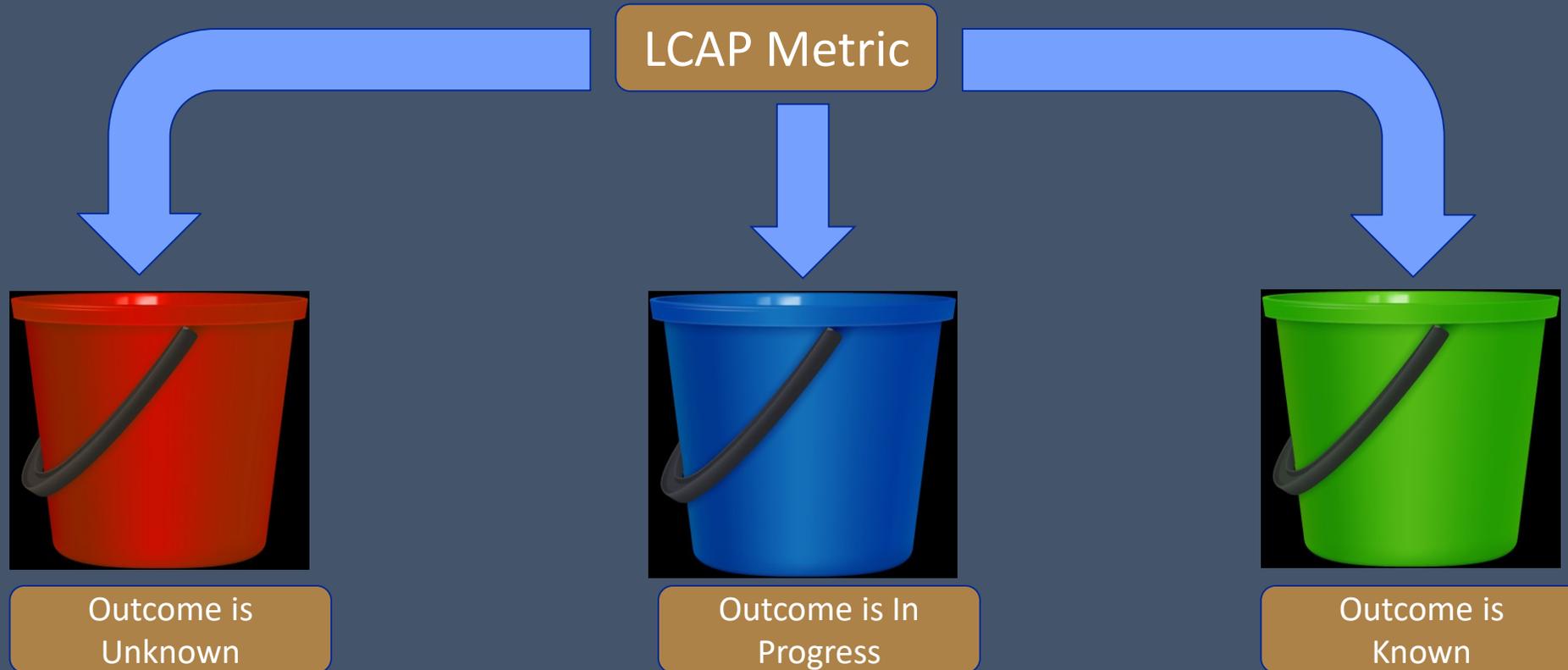
Goal 1: Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities

Goal 2: The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

Goal 3: The Oxnard School District will continue to work to improve communication with parents, community and staff.

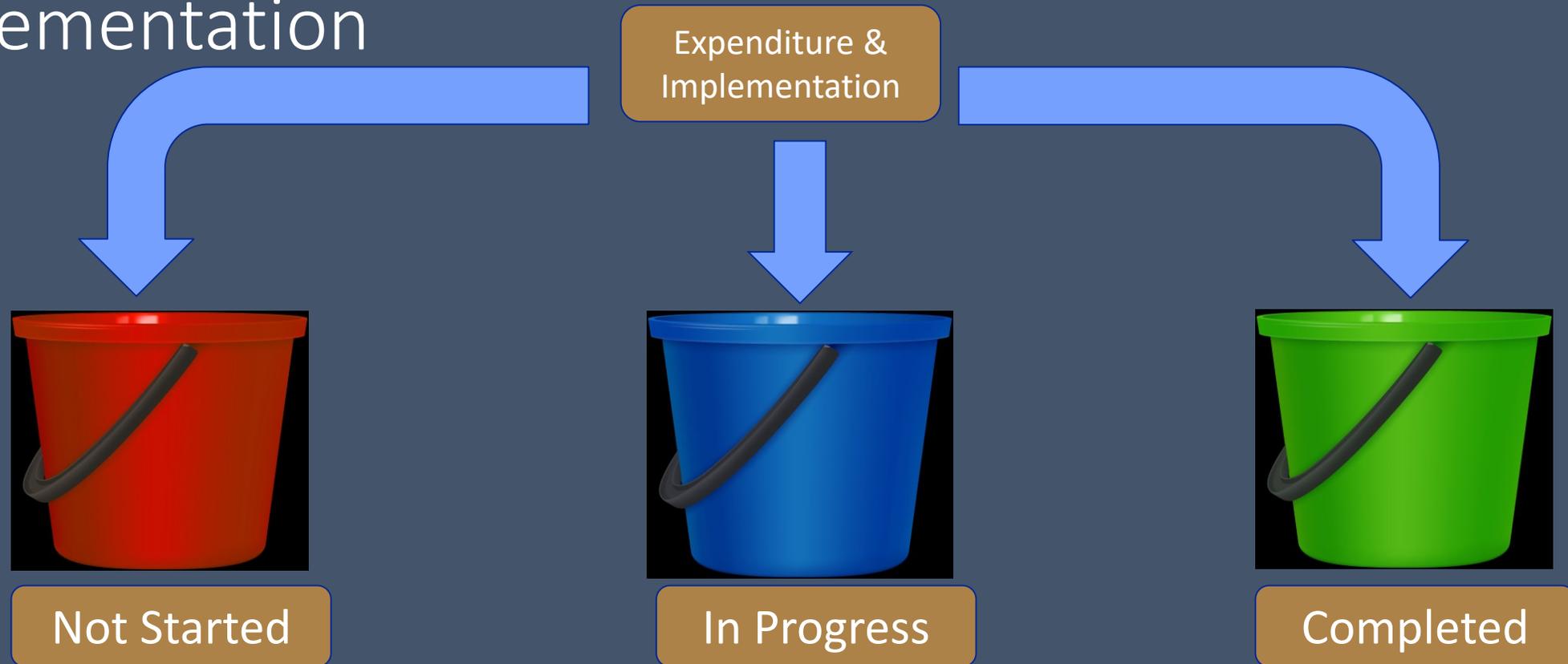
Goal 4: Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1



This Broad Goal Addresses Student Outcomes, Engagement and the Conditions of Learning.

Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

LCAP Goal 1 Metrics



Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Priority 1 Basic Services Access to Standard Aligned Materials	CA Dashboard 100% Fall 2020 (per Williams)	100%	CA Dashboard Maintain/100%
Priority 1 Fully Credentialed Teachers	CA Dashboard 100% Fall 2020 (Census Day)	Provisional Internship Permits 4 Short-term Staff Permit 8 Limited Assigned Permits 5 Internship 7	CA Dashboard Maintain/100%
Priority 2 Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards Local Indicator	CA Dashboard Rating of 3/5 as of 2020	3/5	CA Dashboard Increase to a rating of 5/5
Priority 4 SBAC Language Arts	Language Arts 29.73% Met or Exceeded -All 5.43% Met or Exceeded - EL 26.29% Met or Exceeded - SED Mathematics 17.24% Met or Exceeded -All 4.02% Met or Exceeded - EL 14.98% Met or Exceeded - SED	Unknown at this time. SBAC will be administered in May of 2022	Language Arts 45% Met or Exceeded -All 20% Met or Exceeded - EL 41% Met or Exceeded - SED Mathematics 23% Met or Exceeded -All 19% Met or Exceeded - EL 30% Met or Exceeded - SED
Priority 4 Pupil Achievement CA Dashboard Language Arts	50.6 Average Distance from Met All Students 2019 66.6 Average Distance from Met EL 57.9 Average Distance from Met SED 59.1 Average Distance from Met Foster Youth	Unknown at this time. SBAC will be administered in May of 2022	11 Average Distance from Met All Students 2019 27 Average Distance from Met EL 18 Average Distance from Met SED 20 Average Distance from Met Foster Youth
Priority 4 Pupil Achievement CA Dashboard Smarter Balanced Math	87.2 Average Distance from Met All Students 2019 97.9 Average Distance from Met EL 93.8 Average Distance from Met SED 119.3 Average Distance from Met Foster Youth	Unknown at this time. SBAC will be administered in May of 2022	48 Average Distance from Met All Students 2019 58 Average Distance from Met EL 54 Average Distance from Met SED 80 Average Distance from Met Foster Youth

LCAP Goal 1 Metrics



Priority 4 Pupil Achievement CA Dashboard California Science Test	Science 2019 29.93 % Met or Exceeded -All 2.90 % Met or Exceeded - EL 18.75 % Met or Exceeded - SED	Unknown at this time. SBAC will be administered in May of 2022	Average Distance from Met All Students 2019 Average Distance from Met EL Average Distance from Met SED Average Distance from Met Foster Youth
Priority 4 CAA Language	English Language Arts 2019 15.91% Met or Exceeded Mathematics 9.9% Met or Exceeded	Unknown at this time. CAA will be administered in May of 2022	
Priority 4 STAR 360 - Early Literacy	33.2% Met or Exceeded	30% Met or Exceeded	63% Met or Exceeded
Priority 4 STAR 360 - Literacy	27.2% Met or Exceeded	All Students 27% Met or Exceeded English Learners 21% Met or Exceeded Socio-Economically Disadvantaged (SED)-	57% Met or Exceeded
Priority 4 STAR 360 - Spanish Early Literacy	53.9% Met or Exceeded	48% Met or Exceeded	75% Met or Exceeded
Priority 4 STAR 360 - Spanish Literacy	49.2% Met or Exceeded	47% Met or Exceeded	75% Met or Exceeded
Priority 4 STAR 360 - Mathematics	16.3% Met or Exceeded	All Students 19% English Learners - 15% Socio-Economically Disadvantaged (SED)-	50% Met or Exceeded
Priority 4 Pathway towards Seal of Biliteracy	30% of students	Pathway to the Seal will be determine in May of 2022	70% of Students in DLI programs
Priority 4 English Learner English Proficiency (ELPAC) CA Dashboard	50.4% making progress towards English language proficiency	ELPAC will be given in February- April of 2022	CA Dashboard
Priority 7 Access and Enrollment in a broad course of study Master Schedules	Standard met on the CA Dashboard Student schedules indicate access	Standard met on the CA Dashboard Student schedules indicate access	CA Dashboard Maintain
Priority 8 Other Pupil Outcomes Physical fitness Test	CA Dashboard	The Physical Fitness Test will be administered in the Spring of 2022	CA Dashboard

LCAP Goal 1 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Successes:

- **Action 1.1 : 3 Day Professional Development for teachers. All teachers received 3 days of professional development prior to the start of school. Content covered:**
 - Culturally Responsive Teaching Practices
 - Standards Based Report Cards
 - Social and Emotional Learning and Support
 - Balanced Literacy Pedagogy and Strategies
 - Mathematical Pedagogy and Practices
 - Physical Education
- **1.2 Literacy Intervention Teachers**
- **1.7 Student Access to Technology**
- **1.12 Expanded Summer Learning**
- **1.17 Support of School Libraries**
- **1.27 After School Tutoring Opportunities**

LCAP Goal 1 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Challenges due to staffing shortages:

- **1.2 Literacy Intervention Teachers**
- **1.4 Professional Development in Biliteracy**
- **1.5 Professional Development in Mathematics**
- **1.6 Expansion of Learning Opportunities**
- **1.27 After School Tutoring Opportunities**

LCAP Goal 2



This Broad Goal Addresses Engagement and the Conditions of Learning and Climate.

The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Priority 5 Panorama Survey - Students	Grades 3-5 67.6% Responded favorably Grades 6-8 57.58% Responded Favorably	<p>Panorama Data Teacher Perception K-2 Percent Favorable Change Since Spring 2021 Emotion Regulation 74% -4 Social Awareness 65% -7 Self Management 50% +2</p> <p>Grades 3-5 Percent Favorable Compared to Others Nationally Change Since Spring 2021 Teacher Student Relationships 81% 80th-99th percentile 0 Sense of Belonging 75% 80th-99th percentile 0 Engagement 73% 80th-99th percentile Self Management 69% 20th-39th percentile +2 Social Awareness 69% 60th-79th percentile +2 Growth Mindset 61% 80th-99th percentile +3 Emotion Regulation 51% 60th-79th percentile +3</p> <p>Grades 6-8 Percent Favorable Compared to Others Nationally Change Since Spring 2021 Self Management 69% 20th-39th percentile +1 Teacher-Student Relationships 63% 40th-59th percentile -5 Social Awareness 60% 20th-39th percentile 0 Growth Mindset 52% 40th-59th percentile +1 Sense of Belonging 51% 20th-39th percentile +2 Emotion Regulation 45% 40th-59th percentile -1 Engagement 42% 20th-39th percentile</p>	Grades 3-5 90% Responded favorably Grades 6-8 90% Responded Favorably
5	Priority 5 Chronic Absenteeism CA Dashboard	2019 CA Dashboard 7.7% All students 6.4 % English Learners 12.8% Foster Youth 19.7% Homeless	No current dashboard data available Local data: Chronic Absentee Data: All Students 29% Foster 0.14 % McKinney 2% EO 10% RFEP/IFEP 4% EL 13%	CA Dashboard Less than 2.5% All students Less than 2.5% English Learners 2.5% % Foster Youth less than 9% % Homeless

LCAP Goal 2 -Metrics



5	Priority 5 Attendance rates	Local Data 2019 Attendance rates 96.05%	No current dashboard data available Local data : 90.87%	Local Data Attendance rates 98%
6	Priority 6 Suspension Data	2019 CA Dashboard 3.2% All Students 2.2% English Learners 14% Foster Youth 4.3% Homeless	No current dashboard data available Local data: Total suspended (incidents) 271 All Students 1.80% Foster 0.02% McKinney 0.18% EO 0.58% RFEP 0.56% EL 0.65%	CA Dashboard .5 % All Students .5 % English Learners .5 % Foster Youth .5 % Homeless
	Priority 6 Expulsion Rates	2019 CA Dashboard .02%		CA Dashboard 0%

LCAP Goal 2 - Metrics



LCAP Goal 2 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Successes:

- **2.1 Child Nutrition**
- **2.4 Social and Emotional Supports**
- **2.6 Create a Safe Environment Conducive to Learning**
- **2.9 Tier III and Specialized Support**

LCAP Goal 2 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Challenges due to shortage of staff:

- 2.5 Health and Welfare of Students staffing all personnel
- 2.7 Restorative Practices. Inability to provide substitutes for staff

LCAP Goal 3



This Broad Goal addresses State Priority three, Parent and Family Engagement.

The Oxnard School District will continue to work to improve communication with parents, community and staff.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Priority 3 Panorama Survey All, including UPP	Staff 228 Responses 70% responded favorably CA Dashboard Families 1398 Responses 85% Favorable Responses	Surveys are not yet administered	Staff 750 Responses 85% Favorable Responses CA Dashboard Families 3500 Responses 90 % Favorable Responses

LCAP Goal 3 - Metrics



LCAP Goal 3 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Successes:

- **3.1 Coordination of Family Engagement and Parent Support Services**
- **3.4 Equitable Access and Participation**
- **3.6 Ensure participation and involvement of our African American, Mixteco, English Learners parents/families.**
- **3.7 Student voices through Superintendent Fellows**

LCAP Goal 3 Actions



Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

In progress:

- **3.3 Maximize the accessibility of the district's website**
- **3.9 Transition to High School Parent Workshops**

LCAP Goal 4



This Broad Goal Addresses all of the state priorities and district mission.

Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition, this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

Detailed information reporting the specific progress of every LCAP action and expenditures is found in the LCAP action and expenditures mid-year report

Closing



- The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.
- Despite these challenges, the Oxnard School District is committed to implementing the LCAP to provide the necessary services to our students.
- We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Karling Aguilera-Fort, Superintendent	kaguilerafort@oxnardsd.org

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Oxnard School District holds on many parent meetings throughout the year targeted and maintaining open communication and partnership with all of our community. These meetings include the African American Parent Advisory, the Mixteco Parent Advisory, the District English Learner Advisory Committee, PTA, the Superintendent’s Parent Advisory Committee and well as the District LCAP Committee. All of the parent groups received information on the various funding sources received by the OSD. Additionally, during these meetings all parent groups were provided a survey with an opportunity to provide input and feedback to OSD on the use of these funds to support student/staff well-being and student learning. These meetings are two-way conversations in which the district presents the funds available, the community partners provide input that has been received via surveys, leadership team meetings, administrator meetings, faculty and staff recommendations, bargaining units through the LCAP Committee meeting and during DELAC parent meetings.

The additional funds provided through the Budget Act of 2021 that were not included in the LCAP are as follows:

- Expanded Learning Opportunity Plan funds of \$12 million
- Additional ASES funds of \$1.7 million (the engagement piece will be included in the Expanded Learning Opportunity Plan that the district is currently developing).
- Educator Effectiveness Block Grant funds of \$1.6 million in the 2021-22 fiscal year (total grant amount through 2026 is \$3.7 million). The engagement of educational partners on the use of these funds should be included in the Educator Effectiveness Block Grant Plan adopted by the Board on December 15, 2021.

The following link indicate how and when the OSD engaged its education partners in the use of funds received from the Budget Act of 2021:

- Educator Effectiveness Block Grant <https://www.oxnardsd.org/cms/lib/CA01802636/Centricity/Domain/16/2021%20-%20Educator%20Effectiveness%20Block%20Grant%20Plan%20OSD.pdf>

Additionally, the Oxnard School District received funds for the Expanded Learning Opportunity Program. This plan is still in development and will be shared brought to the community in the near future.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

OSD plans to use the LCFF Concentration Grant add-on funding it received to increase the following number of staff who provide direct services to students on school campuses with greater than 55 percent unduplicated enrollment (which is all of OSD's schools), these services are principally directed towards English Learners, Foster Youth and Low-Income students :

- Restore 21 school site Office Assistant II positions, at a total annual cost of \$1,165,188
- Provide an additional one hour per day for 20 ORC positions, which would have otherwise been cut, at a total annual cost of \$250,000
- Provide additional hours for Campus Assistants district-wide, at a total annual cost of \$90,000
- Provide substitute teacher and classified employee incentive program, in order to maintain adequate substitute staffing levels during a time of staffing shortages, at an estimated annual cost of \$300,000
- Provide one additional ISP Teacher at each of the three middle schools, at a total annual cost of \$86,410
- Additional Grounds Maintenance Lead positions shared among all school sites (2 positions), to improve outdoor learning environments. \$113,092

OSD also plans to use the Concentration Grant add-on funding to retain staff providing direct services to students, including but not limited to teachers, instructional assistants, and custodians. This provides services to students on school campuses with greater than 55 percent unduplicated enrollment (which is all of OSD's schools), these services are principally directed towards English Learners, Foster Youth and Low-Income students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district has provided a continuous cycle of engagement with educational partners including employee groups, administrators, students, and parents and caregivers. Educational partners provided input via surveys and meetings held via zoom. This input is ongoing, and plans are adjusted to the extent possible based on ongoing input.

The Oxnard School District was provided following funds as part of the “one-time federal funding to support recovery from the COVID-19 pandemic. The description of how and when OSD engaged its educational partners on the use of on-time federal funds received that are intended to support recovery from the COVID-19 pandemic, is contained within the following plans:

- ESSER III Expenditure Plan that was adopted by the Board on October 20, 2021 (link)
- Expanded Learning Opportunities Grant Plan is still being developed

The detailed description of the engagement of all partners can be found on the attached link : <https://www.oxnardsd.org/Page/14463>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A full description of how OSD is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan is included within the ESSER III Expenditure Plan itself.

<https://www.oxnardsd.org/cms/lib/CA01802636/Centricity/Domain/16/2021%20-%20ESSER%20III%20Expenditure%20Plan%20OSD%20-%20English.pdf>

Health and safety of students, educators, and other staff

- Successes : safety measures such as contact tracing, providing PPE, cleaning and disinfecting schools and classrooms, and care rooms
- Challenges : staffing shortages

Continuity of Services

- Successes : implementation of Independent Study Program; providing Literacy Intervention Teachers; additional Teacher Professional Development days; two full time Para-educators for each K-5 school site etc.)
- Challenges : Shortage of staff across all categories

After the approval of the ESSER III plan, the district realized the need for two full time Para-educators were needed to support school sites with differentiation of instruction. This action was not in the original ESSER III Plan but will be reflected in expenditures.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Oxnard School District's ESSER III plan and the Safe Return to In-Person Instruction and Continuity of Services Plans are directly aligned to the district LCAP. These plans are linked below and found on the Oxnard School District webpage.

The Oxnard School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan, details of the plan can be found on the link, highlights of the plan include:

- Providing for the health and safety of students, staff, and community by adhering to COVID-19 guidelines issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), the California Department of Education (CDE), and the Ventura County Public Health Department. This includes providing PPE such as masks and gloves, hand-washing stations and hand sanitizer, preparing school and classroom spaces to maintain social distancing, and additional cleaning and sanitizing of all facilities.
- Maintain 45 additional Special Education teachers and service providers to ensure continuity of learning and implementation of IEP goals.
- Maintain class size of 24:1 in Grades TK-3 with additional teacher staffing in order to provide access to differentiated instruction
- Provide site allocations to incentives students safe return to school.
- Provide Outreach specialist and translators to connect with families and provide ongoing communication and support.
- Provide school improvements to ensure classrooms and other school spaces were necessary shape to receive students.
- Ensure all students had all material, supplies, devices to connect from school or home to ensure continued learning
- Upgrade and provide all 1:1 devices to ensure connectivity

The implementation of these additional funds are specifically aligned to the LCAP. Though the plan supports and creates cohesiveness with all the goals, actions and services identified in the LCAP, some clear examples of the alignment are found in LCAP goal 1, action 7, 13, 16, 25 and 27. LCAP goal 2, actions 2, 3, 4, 5, and 6. To access the Safe Return to In-Person Instruction and Continuity Plan Click here: <https://www.oxnardsd.org/site/handlers/filedownload.ashx?moduleinstanceid=22142&dataid=21179&FileName=2020%20LCP%20Oxnard%20School%20District%20Spanish%20Revised.pdf>

ESSER III Expenditure Plan

Oxnard School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by supporting two main areas. The first being creating and maintaining safe spaces for student learning to take place. This includes but is not limited to ensuring on-going COVID-19 testing and contact tracing by providing additional staff to support the process. Additionally, creating and maintaining care rooms and full supplies of PPE equipment .

The second area is the support of rigorous and relevant first instruction aligned to students' learning needs in literacy and math. This includes building a strong, rigorous Independent Study Program for students who are unable to return to in person instruction. Additionally, all of these require instructional differentiation. This can be provided by establishing a coherent MTSS system . The refinement of this system is embedded within the LCAP actions that are seamlessly woven into the district's plans for 2021-2022 and beyond.

The implementation of these additional funds is specifically aligned to the LCAP. Though the plan supports and creates cohesiveness with all the goals, actions and services identified in the LCAP, some clear examples of the alignment are found in aligning ESSER III to LCAP goal 1, action(s) 2, 3, 5, 6, 9, 14, 27, ,30. LCAP goal 2, actions 4,,5, ,6. To access the ESSER III Plan Click here:

<https://www.oxnardsd.org/cms/lib/CA01802636/Centricity/Domain/16/2021%20-%20ESSER%20III%20Expenditure%20Plan%20OSD%20-%20English.pdf>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr.Karling Aguilera-Fort Superintendent	kaguilerafort@oxnardsd.org (805) 385-1501

Goal 1

This Broad Goal Addresses Student Outcomes, Engagement and the Conditions of Learning.. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

Rationale

This goal was developed because student data show that Oxnard School District needs to increase academic achievement of all students, including unduplicated students and student groups with a performance gap. The metrics were chosen for this goal because these metrics provide both statewide and local assessment metrics that are able to be disaggregated by student group to ensure that all student groups are being addressed and held to high standards. The 2121 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Basic Services, State Priority 1, Implementation of Standards, State Priority 2, Access to Broad Course of Study, State Priority 7. All of these metrics will allow the district to measure and monitor year to year growth of all students and students with performance gaps. The actions and metrics were selected because the district feels strongly that though evidenced based first instruction teachers will provide students the rigorous instruction necessary for students to be successful. Additionally, OSD is committed to ensuring this success by providing students research based biliteracy instruction. OSD believes the instructional practices are fundamentally important for students continue to improve academically and prepared for college and career.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Priority 1 Basic Services Access to Standard Aligned Materials	CA Dashboard 100% Fall 2020 (per Williams)	100%	CA Dashboard Maintain/100%
1	Priority 1 Fully Credentialed Teachers	CA Dashboard 100% Fall 2020 (Census Day)	Provisional Internship Permits 4 Short-term Staff Permit 8 Limited Assigned Permits 5 Internship 7	CA Dashboard Maintain/100%
2	Priority 2 Implementation of all CA state standards, including	CA Dashboard	3/5	CA Dashboard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	how ELs will access the CCSS and ELD standards Local Indicator	Rating of 3/5 as of 2020		Increase to a rating of 5/5
4	Priority 4 SBAC Language Arts	Language Arts 29.73% Met or Exceeded -All 5.43% Met or Exceeded - EL 26.29% Met or Exceeded - SED Mathematics 17.24% Met or Exceeded -All 4.02% Met or Exceeded - EL 14.98% Met or Exceeded - SED	Unknown at this time. SBAC will be administered in May of 2022	Language Arts 45% Met or Exceeded -All 20% Met or Exceeded - EL 41% Met or Exceeded - SED Mathematics 23% Met or Exceeded -All 19% Met or Exceeded - EL 30% Met or Exceeded - SED
4	Priority 4 Pupil Achievement CA Dashboard Language Arts	50.6 Average Distance from Met All Students 2019 66.6 Average Distance from Met EL 57.9 Average Distance from Met SED 59.1 Average Distance from Met Foster Youth	Unknown at this time. SBAC will be administered in May of 2022	11 Average Distance from Met All Students 2019 27 Average Distance from Met EL 18 Average Distance from Met SED 20 Average Distance from Met Foster Youth
4	Priority 4 Pupil Achievement CA Dashboard Smarter Balanced Math	87.2 Average Distance from Met All Students 2019	Unknown at this time. SBAC will be administered in May of 2022	48 Average Distance from Met All Students 2019

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>97.9 Average Distance from Met EL</p> <p>93.8 Average Distance from Met SED</p> <p>119.3 Average Distance from Met Foster Youth</p>		<p>58 Average Distance from Met EL</p> <p>54 Average Distance from Met SED</p> <p>80 Average Distance from Met Foster Youth</p>
4	Priority 4 Pupil Achievement CA Dashboard California Science Test	<p>Science 2019</p> <p>29.93 % Met or Exceeded -All</p> <p>2.90 % Met or Exceeded - EL</p> <p>18.75 % Met or Exceeded - SED</p>	Unknown at this time. SBAC will be administered in May of 2022	<p>Average Distance from Met All Students 2019</p> <p>Average Distance from Met EL</p> <p>Average Distance from Met SED</p> <p>Average Distance from Met Foster Youth</p>
4	Priority 4 CAA Language	<p>English Language Arts 2019</p> <p>15.91% Met or Exceeded</p> <p>Mathematics</p> <p>9.9% Met or Exceeded</p>	Unknown at this time. CAA will be administered in May of 2022	
4	Priority 4 STAR 360 - Early Literacy	33.2% Met or Exceeded	30% Met or Exceeded	63% Met or Exceeded
4	Priority 4 STAR 360 - Literacy	27.2% Met or Exceeded	<p>All Students 27% Met or Exceeded</p> <p>English Learners 21% Met or Exceeded</p> <p>Socio-Economically Disadvantaged (SED)-</p>	57% Met or Exceeded

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Priority 4 STAR 360 - Spanish Early Literacy	53.9% Met or Exceeded	48% Met or Exceeded	75% Met or Exceeded
4	Priority 4 STAR 360 - Spanish Literacy	49.2% Met or Exceeded	47% Met or Exceeded	75% Met or Exceeded
4	Priority 4 STAR 360 - Mathematics	16.3% Met or Exceeded	All Students 19% English Learners - 15% Socio-Economically Disadvantaged (SED)-	50% Met or Exceeded
4	Priority 4 Pathway towards Seal of Biliteracy	30% of students	Pathway to the Seal will be determine in May of 2022	70% of Students in DLI programs
4	Priority 4 English Learner English Proficiency (ELPAC) CA Dashboard	50.4% making progress towards English language proficiency	ELPAC will be given in February- April of 2022	CA Dashboard
7	Priority 7 Access and Enrollment in a broad course of study Master Schedules	Standard met on the CA Dashboard Student schedules indicate access	Standard met on the CA Dashboard Student schedules indicate access	CA Dashboard Maintain
8	Priority 8 Other Pupil Outcomes Physical fitness Test	CA Dashboard Grade 5 58.5% Aerobic Capacity 49.2% Body Composition 46.3% Abdominal Strength 81.1% Trunk Extension Strength 50.9% Upper Body Strength Flexibility	The Physical Fitness Test will be administered in the Spring of 2022	CA Dashboard Aerobic Capacity Body Composition Abdominal Strength Trunk Extension Strength Upper Body Strength Flexibility Aerobic Capacity

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Grade 7 55.7% Aerobic Capacity 46.9% Body Composition 59.5% Abdominal Strength 79.7% Trunk Extension Strength 43.4% Upper Body Strength 79.5% Flexibility		Body Composition Abdominal Strength Trunk Extension Strength Upper Body Strength Flexibility
	K-8 District. High School dropout rate, graduation rate, UC A-G requirements, CTE pathways and AP do not apply.	N/A	N/A	N/A
	Priority 5 Pupil Engagement Middle Drop Out Rate	CALPADS - Fall 1, Report 8.1c indicates 2 drop outs/5227 total enrollment which = .0004% drop out rate.		CA Dashboard Met 0%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	3 professional learning days Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Given this percentage creating a program that addresses interventions alone will not suffice. The Oxnard School District strongly believes	July 1, 2021 - June 30, 2022	Yes	Other State 2700000		\$2,700,000.00	The professional Learning days were carried out August 17, 18 and 19, 2021 Expenditure to date: \$2,700,000.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>that best first instruction will have the greatest impact on improving the outcomes for these students. In order to do this; the district will be providing staff 3 additional professional development days to staff before the start of the school year. These days will focus on:</p> <ul style="list-style-type: none"> • Social and Emotional programs and strategies • Mathematics and Balanced Literacy • Evidenced based instructional strategies • District programs and resources aligned to instruction <p>These actions will increase services for unduplicated students by improving teaching and learning focused on rigorous grade level standards.</p> <p>Teacher Extra Time: Resources: Contracts:</p>						
1.2	Student Literacy Interventions	July 1, 2021 - June 30, 2022	Yes	Other State 2500000	LCFF 100000 Other State 116800	\$2,716,800.00	17 LIT teachers were hired to support K-5 and K-8 schools.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Oxnard School District's unduplicated students are some of the lowest performing student groups on state and local assessments. In order to address these learning gaps the district will implement a comprehensive intervention program in Literacy.</p> <p>Literacy Intervention teachers will be provided for all K-8 and elementary schools in order to provide evidence based literacy intervention. Middle School's will receive Literacy Intervention Extra Period, Grades 6-8</p> <p>Intervention teachers will utilize Leveled Literacy Intervention (LLI) Program. This program will require training staff and purchasing the necessary material and resources to support a successful implementation . LLI is a research- based supplementary intervention system designed to help teachers design powerful daily small group instruction for the lower achieving students in the early grades.</p> <p>LLI Professional Learning will provide Literacy Intervention teacher training on LLI, specifically on the overview of the</p>						<p>3 Intervention support providers were hired to support the 3 comprehensive middle schools.</p> <p>Additional teachers have not been hired due to lack of applicants and staff shortages.</p> <p>Expenditure to date, including funds committed for salaries through year-end: \$2,182,047.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>lesson framework, assessing and grouping students, teaching within the LLI lessons, using the prompting guide, understanding the demand of texts and documenting progress.</p> <p>In addition, this will include all interventions for students receiving Special Education services outside of the core curriculum.</p>						
1.3	<p>Development in Literacy Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students.</p> <ul style="list-style-type: none"> This action is designed to build the collective capacity to improve first instruction in literacy through continued funding of subject-expert leaders, teacher supports through 	July 1, 2021 - June 30, 2022	Yes	Federal 119343	LCFF 418183 Other State 200000	\$737,526.00	<p>This action is on-going.</p> <p>Professional development has been minimal due to shortage of substitutes and staffing in general.</p> <p>Lexia Core 5 and Power-Up Lexia are on-going and being used in all classrooms.</p> <p>Expenditure to date: \$658,036.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>collaboration , and professional development</p> <ul style="list-style-type: none"> • Implement 1st - 8th Grade interim assessments. • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners. • Professional Development focused on Balanced Literacy provided by consultants to help teacher leaders. 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Teachers and site administrators will be provided the guidance and support to design and implement effective lessons that yield high-impact literacy instruction for all students. Lexia Core 5 and Power Up Subscriptions 3 Year License Subscription will support students' literacy development in combination with first instruction. 								
1.4	<p>Continue expansion and refinement of District Dual Language Programs</p> <p>English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language.</p> <ul style="list-style-type: none"> An expansion of a well 	July 1, 2021 - June 30, 2022	Yes	LCFF 298080 Federal 168206	LCFF 120000	\$586,286.00	Professional Development has been offered, though participation has been low due to lack of substitutes. Expenditures to date: \$49,250.		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>established English learner program</p> <ul style="list-style-type: none"> The program increases English literacy while maintaining the primary language The expectation is that students are prepared to receive the pathway to the Seal of Biliteracy Award. <p>Currently the Oxnard school District has 10 Dual Language schools, ranging in grades Kinder -8th grade. Nine of the programs follow the 50-50 model and one program follows an 80-20 model. The District has embarked on a redesign of the Dual language Programs by converting the programs to school wide programs rather than strands within the school. The district is currently entering the 4th year of redesign and anticipates full implementation by the year 2024-2025. In order to effectively carry out this vision, the district has developed a comprehensive staff development and support plan that includes district and site leaders, teachers, parents and support staff.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments								
1.5	<p>Development in Mathematics Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students.</p> <ul style="list-style-type: none"> • This action is designed to build the collective capacity to improve mathematics instruction through continued funding of subject-expert staff leaders, teacher supports through collaboration, and professional development • Implement 1st - 8th Grade 	July 1, 2021 - June 30, 2022	Yes	Federal	193891	LCFF 540110 Federal 86000	\$820,001.00	<p>Professional Learning opportunities have happened in very small amounts due to lack of participation, inability to offer trainings during the instructional day due to substitute and staff shortages.</p> <p>Total Professional development delivered through December 2021: 16 total delivered</p> <p>6 others canceled</p> <ul style="list-style-type: none"> • All PD offered was virtual, except for the Number Talks workshops. • Teachers not registering for PD, or 50% or more of those who 	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>interim assessments Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum and grade level standards</p> <ul style="list-style-type: none"> • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom adopted math curriculum and training on the implementation 						<p>do register, do not attend.</p> <ul style="list-style-type: none"> • SPED PD's very small participant rate... 5 teachers... 10 teachers... • Registrations are as low as 2 - 5 teachers • Jo Boaler Teacher PD: 127 confirmed registrations and only 60 plus showed <p>Mathematics Manager is continuing to explore new ways to reach teachers - using canvas with units of instruction ready for teachers to try.</p> <p>There are 22 Math professional development days schedules up from January to April.</p> <p>Expenditure to date, including funds committed for salaries through year-end: \$224,960.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments</p> <p>In addition to first instruction, the district will provide students support with a Tier two math intervention program that will be targetd for students who are performing below grade level as part of the districts Rtl process.</p>						
1.6	<p>Expansion of Learning Opportunities Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards</p>	August 2021 - June 2022	Yes	Other State 150000	Other State 500000	\$650,000.00	The afterschool program has worked diligently to increase staff to provide more spaces for students, however, due to lack of available staff, we have struggled to increase student participation. Actions

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and effective in meeting the needs of unduplicated students. Expanded Learning Opportunities for out of school time are an effective way to supplement students instructional program rather than supplant. This action will provide unduplicated students more time in school, with adults providing academic support.</p> <p>Additional space in the afterschool program to expand academic, enrichment and SEL support for students. Students who attend these programs have higher achievement, attendance and student engagement rates. This action will provide this opportunity to more students than are currently served. This funding will shorten the waiting list at each school site and add space in the program for Kindergarten.</p> <p>We have three zones in our district. Each zone has a different school start time. Zone 3 has the latest start time which creates a need for a before school program. This program will support the academic, enrichment and SEL needs of students before school. Students will have the opportunity to have</p>						<p>taken to remedy this have been to establish contracts with additional vendors to provide needed staff. Enrollment is about 20 students less than our normal operating attendance. Additional actions are being taken to increase staff.</p> <p>Parents have declined participating in the program due to their concerns about COVID-19.</p> <p>Expenditures to date: \$3,121.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	breakfast an activity and a positive start to their day.								
1.7	<p>Student Technology Access and Annual Refresh</p> <p>Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is critical to include consistent use of technology in the classroom. In order to do this, the district must maintain a district level department to support the 1:1 device program implemented in all Pre-school-8th grade classrooms. The Technology Services Technicians provide educational technology support to students, staff, and families at all 21 school sites in support of the Districts 1:1 Device Program.</p> <p>This action includes replacing lost, damaged, and obsolete classroom and student technology. This includes the cost of student wifi hotspots and refreshing aging devices to support the Districts 1:1 device program as needed for student centered and</p>	July 2021 - June 2022	Yes	LCFF	2680326	LCFF	5163100	\$7,843,426.00	<p>The Information Technology Services department continues to provide direct educational technology support to students, staff and families at all 21 school sites in support of the District 1:1 Device Program. Support includes staffing and the purchases of new technology devices for students and staff including the ongoing subscription cost for student Wi-Fi hotspots.</p> <p>The district is slated to purchase 5,000 iPads and 220 laptops this school year as a part of the districts ongoing 4 year device refresh plan.</p> <p>Expenditure to date, including funds committed for salaries through year-end: \$3,475,036.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	project-based instruction to increase student achievement in Math and ELA.						
1.8	<p>Further Develop Early Childhood Education Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Currently the Oxnard School District has 8 pre-school general education programs to support the community. In order to maximize the effectiveness of these programs, the District Pre-school teachers utilize a pre-school curriculum and assessment that supports Early Childhood Standards.</p> <p>The Oxnard School District is committed to ensuring pre-school education is aligned to elementary education. To support this the District will provide opportunities of on-going collaboration between pre-school teachers and elementary teachers. To facilitate the transition for students, the District provides a summer learning program called Ready, Set, Go! Pre-school kinder transition/ readiness. This is a 4-week</p>	July 2021 - June 2022	Yes	LCFF 39573 Other State 644212 Federal 277272	LCFF 44000 Federal 109000	\$1,114,057.00	Curriculum <ul style="list-style-type: none"> OSD preschools are rated as High Quality and/or Advance Quality on measures linked to developmentally appropriate practices and the use of a curriculum aligned to Preschool Learning Foundations and Core Standards. Early Childhood Education is currently researching updated curriculums that will meet the needs of our diverse learners

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>opportunity for in-coming Kindergarteners targeting students without prior preschool/TK experience. Focusing on Language Arts, Mathematics, and STEAM. Pairing Kindergarten and Preschool Teachers to facilitate summer sessions. Includes salaries, benefits, instructional materials and supplies.</p> <p>Articulation between TK and K teachers provides an opportunity to share grade level goals and expectations in order to effectively design and deliver lessons appropriate to the academic needs of their students.</p> <p>In order to effectively deliver instruction, all Kinder and TK classes will be provided with a paraprofessional to support differentiation of instruction to meet the needs of diverse learners.</p> <p>Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on</p>						<p>and aligned to new measures stipulated in Universal Transitional Kindergarten.</p> <p>PreK-3 Grade Alignment</p> <ul style="list-style-type: none"> • Our efforts to ensure preschool education is aligned to elementary education continue. Through a collaboration with California Education Partners, we are in year 2 of three in the Preschool – 3 Grade Cohesive Collaborating (P3CC) project, focusing on Mathematics instructional practices. These a few of our accomplishments to date include:

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	state and local assessments and early redesignation of English learners.						<ul style="list-style-type: none"> o Adult Collaboration – Principals promoted and established monthly cross grade level collaboration meetings allowing articulation between PreK-3 grade teachers and to share grade level goals and align instruction. o Mathematics Learning – Teachers PreK-3 district wide are participating in PD to develop shared meaning of Mathematic learning and enhanced learning. OSD has the highest number of teachers participating statewide! o Assessing Mathematic Learning – Teachers are supported in observing student learning to enhance learning in the classroom. A universal assessment was introduced, and teachers will begin implementing in Spring 2022. <p>Ready, Set, Go!</p> <ul style="list-style-type: none"> • To facilitate the transition for students, the District provides a

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>summer school readiness program called Ready, Set, Go! This is a 4-week opportunity for incoming Kindergarten students without prior preschool/T K experience. Focusing on Language Arts, Mathematics, and STEAM. Pairing Kindergarten and Preschool Teachers to facilitate summer sessions. Includes salaries, benefits, instructional materials and supplies. Summer of 2021 the program:</p> <ul style="list-style-type: none"> • Operated in 9 sessions

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>at 8 location, serving all four quadrants of the district</p> <ul style="list-style-type: none"> • 162 students enrolled • 88% positive attendance rate • Pre/post School Readiness Skills assessment demonstrated growth in all development instructional areas: <ul style="list-style-type: none"> o Prereading skills (alphabet knowledge and letter sounds) o Prewriting skills, Mathematics (counting, number recognition and sense), colors and shapes <p>Expenditures to date, including funds committed for salaries through year-end: \$1,108,013.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.9	<p>Implementation of State Standards The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction. Oxnard School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low-income students.</p> <p>To support the goals and objectives of the District, There is a need to have Central Office Staff in the Educational Services Department . This includes:</p> <p>Department of Curriculum, Instruction, Assessment and Accountability Manager Mathematics & Physical Education Science Instructional Specialist 2 Instructional Technology Teachers on Special Assignment</p>	July 2021 - June 2022	Yes	LCFF Federal	408407 1249822	LCFF Federal	31533 21800	\$1,711,562.00	<p>This action is on-going. All positions have been filled and are carrying out the action.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$1,564,939.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>2 English Learner Teachers on Special Assignment 1 Consulting Teacher</p> <p>The overarching goal of the consulting teacher is to provide support for teachers and to help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will support and assist teachers with improving instructional performance.</p> <p>Teachers on Special Assignment will develop their knowledge on best instructional practices (Planning/Balanced Literacy) Teacher Collaboration and planning for Middle School teachers 50,000</p> <p>Implementation of state standards includes teaching and learning around Human Growth and Development and Physical Education</p>								
1.10	Data Management Systems to Support Implementation of District standards	July 2021 - June 2022	Yes	LCFF 75380 Federal 2500	LCFF 192098 Federal 76100	\$346,078.00	This action has been carried out. All programs are active and being used, except Illuminate.		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Oxnard School District's unduplicated population are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. This action allows for the continuous monitoring of student achievement to inform instructional practices:</p> <ul style="list-style-type: none"> • The district will continue to use Ellevation for reclassifications, monitoring and tracking interventions for English language learners, and training for teachers and administrators. • The district will purchase and maintain a student data management system (such as Illuminate) to manage assessment data to create disaggregated reports in order to accurately monitor student progress in inform instructional 						<p>Illuminate data management system has experienced delays in set up and trainings for staff will begin in January 2022.</p> <p>Expenditures to date: \$121,333.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>actions, including intervention and enrichment.</p> <ul style="list-style-type: none"> Provide professional development to district and site administrators and teachers on use of SDMS. <p>Doc-Tracking Document Template System, Maintain templates for required documents (including translation) such as: LCAP, SPSA, CSSP, SARC.</p>						
1.11	<p>Expansion of District GATE program and Specialized Programs</p> <p>Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs.</p> <ul style="list-style-type: none"> Universal screening at the end of Second grade for all students Professional learning focused on strategies for accelerated learners 	July 2021 - June 2022	Yes	<p>LCFF 28069</p> <p>Other State 214999</p> <p>Federal 204610</p>	<p>LCFF 9520</p> <p>Federal 292725</p>	\$749,923.00	<p>Universal GATE screening for 2nd and 3rd graders is taking place this year (because we missed the 2nd graders last year). The window is from Jan. 27 to Feb. 25. Teachers are being trained in mid-January . GATE referrals for 4th-8th grade will be tested through March 25.</p> <p>Professional development opportunities have not occurred due to shortage of substitutes and overall shortage of staffing.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • Summer professional learning • Summer professional institute for AP for teachers <p>Additionally for unduplicated students it is important to provide access to classes that prepare them for college opportunities. The District will accomplish this by supporting AVID classes at all middle schools and AVID Excel for English Learners.</p> <p>These programs will be supported and overseen by the Director Enrichment and Specialized Programs.</p> <p>As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated students will be successfully involved in these accelerated programs</p>						Expenditures to date: \$396,696.
1.12	<p>Expanded Summer Learning Oxnard School District's unduplicated population are some of the lowest performing student groups</p>	July 2021 - June 2022	Yes	Other State 927905	Other State 572400	\$1,500,305.00	Expanded summer school and extended school year sessions were provided in July 2021. Expenditures to date: \$1,378,342.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>on state and local assessments. These funds will be principally directed towards meeting the needs of unduplicated students. Unduplicated students benefit from additional time school with a variety of learning opportunities. OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the summer. Transportation will be provided district wide to ensure access for all students.</p> <p>These actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	<p>Special Education Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. Special Education Department serves grades Pre-School through 8th many who are part of the unduplicated student group.</p> <ul style="list-style-type: none"> • Academic Services • Social and Emotional Services • Mental Health Services • Alignment with General Education • Specialized Curriculum • Programs to serve students across the special education continuum 	July 2021 - June 2022	Yes	LCFF 5947077 Other State 2300000	LCFF 400000 Federal 400000	\$9,047,077.00	Expenditures to date, including funds committed for salaries through year-end, are \$5,850,640.
1.14	<p>Equity and Access Oxnard School District's unduplicated student</p>	July 2021 - June 2022	Yes	LCFF 33859 Federal 200414	LCFF 8000 Federal 26000	\$268,273.00	Action is being carried out, with the exception

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. All Middle Schools provide a broad course of study for students by ensuring that all unduplicated students have access to electives, core classes and intervention by adding an intervention period at the end of the day. Each comprehensive middle school will have 3 additional periods per grade level in order to provide intervention support for students. The teachers teaching these periods will work closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery. Additional supports include:</p> <ul style="list-style-type: none"> Schools offer students a variety of electives including, but not limited to music teachers, art elective teachers. 						<p>of two areas that are not yet completed.;</p> <ol style="list-style-type: none"> Additional teachers have not been hired for intervention due to lack of teacher pool in the fall. This part of the action will be tabled until next year as we develop a more comprehensive plan. District-wide Equity and Family and Community Engagement Task Force will begin in the spring of 2022. <p>Expenditures to date, including funds committed for salaries through year-end, are \$217,585.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li data-bbox="247 131 491 461">• Professional Development on Universal Design for Learning will be provided to staff to ensure students have access to grade level rigorous standards. <li data-bbox="247 467 491 1045">• Coaching for Equity Professional Learning for TOSAs. In line with the district's mission and vision, all teachers on special assignments will develop their knowledge of equitable practices and how to transfer such knowledge to their day to day practice. <li data-bbox="247 1052 491 1498">• District-wide Equity and Family and Community Engagement Task Force composed by representatives from all schools that will center around issues of equity, social justice, culturally responsive teaching and 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>culturally responsive family and community engagement practices.</p> <p>The Manager of Equity, Family and Community Engagement supports district wide work related to fostering equitable learning environments and opportunities for all students, especially students of color; designs and manages programs to engage families at both the school and district levels as partners for the purpose of supporting the academic and social-emotional wellbeing of all students; promotes school and district programs within the community; develops partnerships with local organizations; facilitates open forums for a variety of stakeholders.</p>								
1.15	<p>Recruitment, Selection and Retention of Human Capital</p> <p>The Oxnard School District believes that it will accomplish the district mission “Ensure a culturally diverse education for each student in a safe, healthy and supportive</p>		Yes	<p>LCFF 129455</p> <p>Federal 150000</p>	<p>LCFF 952708</p> <p>Federal 50000</p>	\$1,282,163.00	<p>The District strives to create an environment that supports student learning through the recruitment, retention, and selection of highly qualify staff. This year a employment recruitment fair was held in order to attract interest in careers with</p>		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>environment that prepares students for college and career opportunities” by</p> <ul style="list-style-type: none"> • Recruiting and retaining exceptional people • Establishing strategic Work: Recruitment, Selection, Retention and Operations • Maintaining labor relations with three associations. 						<p>the school district. Representatives from both classified and certificated departments met with, spoke to and assisted interested candidates in applying for positions with Oxnard School District. In addition, the District participated in virtual teacher recruitment fairs with various universities. As there is an on-going shortage of Speech and Language Pathologist (SLP) in California, the District participated in the American Speech-Hearing Association (ASHA) conference to connect with viable candidates as well as to connect with universities throughout the United States who have SLP programs in order to continue to recruit. During this time of COVID, the District continues to support new teachers and substitutes through the teacher induction program, new teacher mentoring to ensure that all new teachers receive the support needed to be successful. Additionally, the district has created</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>incentive programs for the recruitment of substitute teachers during a time where staffing shortages have been extremely straining. In conjunction with the Ed Services Tech TOSAs substitute teacher orientations have been offered which focus on developing their skills in the area of technology, behavior management and basic lesson plan skills.</p> <p>The District continues to enhance its recruitment efforts, through the use of various recruitment platforms, social media, and banners and signs throughout the school sites and city.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$1,032,706.</p>
1.16	<p>Instructional Resources and Supports Oxnard School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments.</p>	July 2021 - June 2022	Yes	LCFF 75380	LCFF 979120 Federal 50000	\$1,104,500.00	<p>All of the instructional resources identified are being implemented district wide.</p> <p>Participation in tutoring is as follows to date:</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>These funds will be principally directed towards and effective in meeting the needs of unduplicated students. These student groups Provide district adopted and supplemental textbooks/instructional materials to support instruction.</p> <p>District-wide Assessments and Reading Programs (Renaissance: Star/AR/MyON). Use the Renaissance Star 360 Program district wide as an assessment tool to identify students for intervention placement and leveled instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Administration occurs at least 3 times a year. Use of the Accelerated Reader Program will support reading comprehension and fluency. Use of the MyON program will support reading comprehension through access on 1:1 devices at home, with or without internet access. Professional development to support Star/AR/MyON. TK- K Para educators</p> <p>Tutorific Provide tutoring for students that struggle with educational continuity and</p>						<p>McKinney Vento (6,7,8th Grade) 248 Students receiving tutoring 2,568 Hours</p> <p>McKinney Vento (4-5th Grade) 207 Students receiving tutoring 303 Hours</p> <p>Foster 37 Students receiving tutoring 138 Hours</p> <p>Expenditure to date: \$1,325,163.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	academic growth due to the impermanence of their housing. Tutoring will improve English Language skills, including reading, phonics, vocabulary, conversational English, and Math. 269,120						
1.17	<p>Support of School Libraries Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning.</p> <ul style="list-style-type: none"> • Library Technicians at elementary schools will be maintained. • Access to diverse titles for students including titles in multiple languages. • Access to technology 	July 2021 - June 2022	Yes	Federal 895022	Federal 61663	\$956,685.00	<p>This action continues to be fully supported. Additionally, cultural responsive classroom libraries has been added to this action. Classroom sets of grade appropriate culturally and diverse titles have been purchased for every classroom in the district. These titles are on order and will be received in February.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$823,428.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>through the library will continue to be provided for students who may not have access to technology at home</p> <ul style="list-style-type: none"> • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home <p>The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.</p>						
1.18	<p>Implementation of State and Local Assessments Implementation and support of required State testing district-wide for CAASPP, PFT and ELPAC. Initial ELPAC occurs in the fall. CAASPP, PFT and ELPAC Summative occurs in the spring.</p>	July 2021 - June 2022	Yes	LCFF 346753 Other State 256937 Federal 20250	LCFF 42700	\$666,640.00	This action is planned and moving forward. State testing will occur in May 2022. Expenditures to date: \$3,215.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The Testing Coordinator helps manage all district and state required assessments, provides technical support to staff.</p> <p>CA Spanish Assessment (CSA) Focus Group, Bring 3-8th grade DLI teachers to discuss the best approach to implement the CA Spanish Assessment for students enrolled in the district's biliteracy program. Students in 8th grade who have participated in the district's DLI program will have the option of registering for the AP Spanish Language Exam. AP Spanish and Language Examination, \$13,000.00</p>						
1.19	<p>Professional Learning to prepare staff for implementation of state standards</p> <p>Coordinate with all Oxnard School District departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators, and classified staff. These training will support the district's strategic plan and further develop the student and staff profile.</p>	July 2021 - June 2022	Yes	LCFF 126900	LCFF 13600 Federal 28850	\$169,350.00	<p>Conferences and other professional development opportunities have been minimized to date due to the COVID 19 Pandemic. CAFE conference will occur in March of 2022. Participation of staff is pending substitute availability and COVID 19 restrictions.</p> <p>Expenditures to date: \$33,939.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>These trainings will include District Administrators, teachers and staff the opportunity to attend the yearly CAFE and other conferences conference which focuses on the most current research and best practices to meet the needs of second language learners. Best practices will be shared with teachers and administrators through meetings, collaboration opportunities, model lessons, and support with lesson design and delivery.</p>								
1.20	<p>Developing Human Capital</p> <p>New Teacher Orientation provides necessary information and resources to teachers who are new to the district to support them in instruction and as employees. Specialized training is provided to Special Education teachers. The Orientation is coordinated between Educational Services and Human Resources and is provided before the start of the school year.</p> <p>Curriculum Council ensures that communication is two-way with staff, this forum allows for teachers to</p>	July 2021 - June 2022	Yes	Federal	20029	LCFF	200340	\$220,369.00	<p>This action has occurred. New Teacher training took place in August. Curriculum council happens monthly starting in October and will go until June.</p> <p>Substitute teacher training took place in the Fall and a second training will occur in the early Spring as new substitutes are identified.</p> <p>Classified training is on going for different classifications.</p> <p>Expenditures to date: \$3,959.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>receive the information they need on a regular basis</p> <p>Training for Substitute Teachers</p> <p>Training for Classified Staff</p>						
1.21	<p>Maintain District Learning Management System</p> <p>Canvas Canvas is a classroom software program for all students in grades PK-8, families and staff that is used to organize and present online learning material, assess and supports student learning and have students engage in courses where they can receive feedback about skill development and learning achievement. Canvas provides avenues to support UDL and collaboration of students and staff. This goal supports the district's student profile by providing a platform that creates 21st Century ready students.</p>	July 2021 - June 2022	Yes	Federal 120000	Federal 135000	\$255,000.00	<p>Canvas is being implemented district-wide. Ongoing support and training happens regularly.</p> <p>UDL training for teachers has not occurred to date due to lack of substitutes.</p> <p>Expenditures to date: \$113,277.</p>
1.22	<p>English Language Development Support</p>	July 2021 - June 2022	Yes	Other State 151580 Federal 245343	Federal 38000	\$434,923.00	All middle school teachers assigned to teach the ELD course

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. In order to support their academic growth the following are necessary:</p> <ul style="list-style-type: none"> • Implementation of English Learner curriculum and resources • Newcomer Academies, to maintain Newcomer teachers and paraeducators, provide professional development and teacher collaboration related to the program and to purchase support materials and/or technology as well as other resources to support student acquisition and development of English and math skills. • Interventions opportunities <p>These combined actions will increase access to the core curriculum, provide</p>						<p>participated in targeted professional development on the principles and practices of effective language instruction. Furthermore, all teachers in the district were provided opportunities to participate in professional development on structuring teaching and learning within Designated ELD and Integrated ELD. Furthermore, teachers were offered guidance and support with the implementation of the district's board adopted ELD materials including Wonders ELD for K-5 and English 3D for 6-8 grade. The support for English 3D included time for teachers to collaborate, online coaching, and one-on-coaching. As an added support, Teachers on Special Assignment have provided professional guidance and support to classroom teachers and administrators as needed in the area of English Language Development focusing on data review, summative assessments, lesson</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	specific interventions, and increase English Learner performance on state and local assessments.						<p>development and effective teaching strategies.</p> <p>Newcomer Academies: To maintain Newcomer Academy teachers and paraeducators at Lemonwood and Frank and offer professional development opportunities to enhance their capacity on evidence based English Language Development practices and provide support materials, technology and computer software. Newcomer students entering a DLI program have been offered tutoring services through Tutorific.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$333,786.</p>
1.23	<p>Additional Teachers Above Base Staffing</p> <p>The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with</p>	July 2021 - June 2022	Yes	Other State 4000000		\$4,000,000.00	<p>This action is ongoing.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$4,000,000.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	intervention and support staff.						
1.24	<p>School Site Allocations to be Prioritized by School Site Council</p> <p>The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics.</p> <ul style="list-style-type: none"> • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site 	July 2021 - June 2022	Yes		LCFF 3129409 Federal 1953677	\$5,083,086.00	<p>Schools have received funding and actions and services are documented in every school's School Plan for Student Achievement. These plans can be found on the district webpage.</p> <p>Expenditures to date: \$1,290,514.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students</p> <ul style="list-style-type: none"> • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: <ul style="list-style-type: none"> o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	support o Parent involvement support support o Bilingual office staff <ul style="list-style-type: none"> • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics. Each site has specific deficits as measured by this variety of metrics, Oxnard School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Oxnard School District.</p>						
1.25	Maintain 24:1 TK- 3rd Grade Average	July 2021 - June 2022	Yes				This action is ongoing, and expenditures are

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.</p>						<p>included in the Instruction Action 28.</p>
<p>1.26</p>	<p>Maintain Additional Services for Students at Risk of being Expelled Students at risk of being expelled need significant supports.</p> <ul style="list-style-type: none"> • The three comprehensive middle schools will maintain Opportunity classes for grades 6-8. • Students in 6th – 8th grade with significant behavioral issues are provided in-depth academic and social-emotional support. • Cross disciplinary professionals work together to address chronic absenteeism 	<p>July 2021 - June 2022</p>	<p>Yes</p>	<p>LCFF 343862 Other State 87071</p>	<p>LCFF 3574</p>	<p>\$434,507.00</p>	<p>Opportunity programs are running at all the middle schools. Current enrollment is:</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$440,901.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Maintain individual counseling program to reduce peer conflict and emotional outbursts Anger management Grief counseling Close monitoring of grades and academic interventions <p>As a result, low income students will improve attendance, decrease suspension rates and chronic absenteeism</p>						
1.27	<p>After School Tutoring Oxnard School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary and middle schools to increase 	July 2021 - June 2022	Yes		Other State 100000	\$100,000.00	<p>48 5th grade LTEL students completed the program this summer. Currently, we only have 8 4th grade students At Risk of Becoming LTELs receiving tutoring since November 1st. More students were invited but only 8 have been participating.</p> <p>Additional students are receiving services identified in action 1.16.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>academic achievement</p> <ul style="list-style-type: none"> • After school tutoring programs impact student achievement, especially for at-risk students • In one study the benefits of an afterschool tutoring program included increased student achievement, a higher selfesteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) • This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments. 						Expenditures to date: \$75,723.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.28	Instruction <ul style="list-style-type: none"> All costs associated with the delivery of instruction to students All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, and middle) enrollment, and the size of the campus All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities. 		Yes	LCFF Federal	100824647 2728960	LCFF	10400	\$103,564,007.0 0	<p>This action is continuous and ongoing.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$83,856,708.</p>
1.29	Textbook Adoptions Adopt and purchase new core textbooks in subject areas as the State Board of Education approved		Yes	LCFF	2100	LCFF Other State	1200000 780000	\$1,982,100.00	<p>All classrooms have state adopted textbooks aligned to state standards. During the 21-22</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	frameworks, assessments and instructional materials are made available. Consideration for English Learners, Special Education students and those in Dual Language Programs are part of the adoption process. Purchase any replacement materials.						school year, a task force is working on a pilot for k-5 NGSS aligned textbooks. Once the pilot is complete, a recommendation will be presented to school board for approval in May 2022. Expenditures to date: \$333,385.
1.30	Tier 3 and Special Education Interventions Specialized Interventions for students at risk and for students receiving special education services: <ul style="list-style-type: none"> • Reading Intervention Supplemental Curriculum Reading Horizons • ST math Intervention for Sped • Teacher Leader trainings for implementation of professional development across subject • Placement for high need and at-risk identified student in special education • Unique – Moderate 		Yes	LCFF 60000 Other State 180000 Federal 1090000	LCFF 1200000 Federal 400000	\$2,930,000.00	This action is being implemented and is on-going. Expenditures to date: \$1,023,195.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Secere Curriculum <ul style="list-style-type: none"> • Instructional and behavioral support 						
1.31	Supporting Cultural Proficiency and Focus on Equitable Practices The district will build teacher capacity in cultural proficiency and effective school-family engagement by providing professional development opportunities, such as webinars, workshops, literature review/book study, and/or summer P.D. This action is principally directed towards preparing staff to better meet the needs of unduplicated student groups.		Yes	Federal 9692	Federal 46000	\$55,692.00	Books to support this training have been purchased for all administrators. Expenditures to date: \$1,716.
1.32	Developing Educational Leaders Oxnard School District's unduplicated student groups are among the lowest performing student groups on state and local assessments. These groups account for 91 percent of the students in the district. To address the needs of students, school		Yes		LCFF 198000	\$198,000.00	School principals have started professional learning using Instructional Rounds focused on culturally responsive teacher practices. The training began in November 2021 and will conclude in June 2022 for this school year.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>leaders are responsible for establishing equitable practices in our schools to ensure high leverage instructional practices are being used. For a school leader to be successful in their role, they need to lead the way in driving teaching and learning outcomes. This involves setting expectations about the school's learning practices and ensuring the organization's values and behaviors focus on improving student success. School leaders require the professional development in the following areas:</p> <p>Developing instructional equity for student success Data driven decision making Creating school cultures through equity lens Universal Design for Learning practices Implementation of MTSS</p> <p>This action is principally directed towards meeting the needs of unduplicated student groups.</p>						Expenditures to date: \$60,218.

Goal 2

This Broad Goal Addresses Engagement and the Conditions of Learning and Climate. The Oxnard School District will ensure all students will continue to be provided with programs and services that contribute to their well-being, safety and connectedness.

Rationale

This goal was developed because the Oxnard School District is committed to addressing the needs of the whole child. Approximately 91% of the students enrolled are considered socio-economically disadvantage, many of these students are impacted by trauma and poverty. In order for our students to be prepared ad able to learn, the district must ensure that students have the necessary resources to be successful. To better serve our students and community and to ensure that every student has equitable access district resources will be used to support the social emotional needs of students, the wrap around services necessary for both students and their families so that achievement opportunities can the be addressed. Though this goal has always been important, the impact of COVID-19 has been life changing for many families and in particular for families living in poverty. More than ever there is an urgency to address the social emotional needs of all students and in particular students experiencing homelessness, foster youth, English Learners and students receiving special education services. The 2121 Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Student Engagement, State Priority 5, Conditions and Climate, State Priority 6.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Priority 5 Panorama Survey - Students	Grades 3-5 67.6% Responded favorably Grades 6-8 57.58% Responded Favorably	Panorama Data Teacher Perception K-2 Percent Favorable Change Since Spring 2021 Emotion Regulation 74% -4 Social Awareness 65% -7 Self Management 50% +2 Grades 3-5 Percent Favorable Compared to Others Nationally Change Since Spring 2021 Teacher Student Relationships 81% 80th-99th percentile 0 Sense of Belonging 75% 80th-99th percentile 0 Engagement 73% 80th-99th percentile Self Management 69% 20th-39th percentile +2	Grades 3-5 90% Responded favorably Grades 6-8 90% Responded Favorably

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			Social Awareness 69% 60th-79th percentile +2 Growth Mindset 61% 80th-99th percentile +3 Emotion Regulation 51% 60th-79th percentile +3 Grades 6-8 Percent Favorable Compared to Others Nationally Change Since Spring 2021 Self Management 69% 20th-39th percentile +1 Teacher-Student Relationships 63% 40th-59th percentile -5 Social Awareness 60% 20th-39th percentile 0 Growth Mindset 52% 40th-59th percentile +1 Sense of Belonging 51% 20th-39th percentile +2 Emotion Regulation 45% 40th-59th percentile -1 Engagement 42% 20th-39th percentile	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Priority 5 Chronic Absenteeism CA Dashboard	2019 CA Dashboard 7.7% All students 6.4 % English Learners 12.8% Foster Youth 19.7% Homeless	No current dashboard data available Local data: Chronic Absentee Data: All Students 29% Foster 0.14 % McKinney 2% EO 10% RFEP/IFEP 4% EL 13%	CA Dashboard Les than 2.5% All students Less than 2.5% English Learners 2.5% % Foster Youth less than 9% % Homeless
5	Priority 5 Attendance rates	Local Data 2019 Attendance rates 96.05%	No current dashboard data available Local data : 90.87%	Local Data Attendance rates 98%
6	Priority 6 Suspension Data	2019 CA Dashboard 3.2% All Students 2.2% English Learners 14% Foster Youth 4.3% Homeless	No current dashboard data available Local data: Total suspended (incidents) 271 All Students 1.80% Foster 0.02% McKinney 0.18% EO 0.58% RFEP 0.56% EL 0.65%	CA Dashboard .5 % All Students .5 % English Learners .5 % Foster Youth .5 % Homeless

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 6 Expulsion Rates	2019 CA Dashboard .02%		CA Dashboard 0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Child Nutrition Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment, as well as having some of the lowest attendance rates. When students are in school it is important that they have all conditions necessary to help them learn. Knowing the importance of this OSD provides healthy breakfast, lunch, snack, and supper meals to students to enhance their ability to learn. Supplement the Child Nutrition programs with contributions from the General Fund as necessary. This action is principally directed towards meeting the needs of unduplicated student groups.		Yes		LCFF 200000	\$200,000.00	This action is on-going. Beginning, Monday, 1/10/22, all site kitchens began collecting food scraps and waste from daily meal production. Expenditures to date: \$141,213.
2.2	Improve opportunities for student connectedness		Yes	LCFF 140000	LCFF 21000 Federal 25000	\$186,000.00	Transportation continues to be provided, although

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Foster Youth Transportation. Provide transportation for students who are in foster placements so that they can remain at their home school. Offer expanded opportunities for students to participate in club and sports programs after school at all K-8 schools. Provide a late bus for the K-8 and middle schools to support student access to additional teacher support, clubs, and sports. <p>Cost of Transportation services is included in Goal 4.</p>						<p>participation in sports and other after-school activities has been restricted as a result of COVID-19.</p> <p>Expenditures to date: \$21,000.</p>		
2.3	<p>Student Attendance Some low income students, students experiencing homelessness and foster youth exhibit irregular attendance which affects academic performance. In order to assist with absenteeism outreach and</p>		Yes	LCFF	1480522	LCFF Federal	3050 12500	\$1,496,072.00	<p>This action is ongoing. Attendance Techs are at every site and given rates of absenteeism, many substitutes have been provided.</p> <p>Expenditures to date, including funds</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	truancy prevention with full-time Attendance Technicians at all schools. Thrive (SARB/ Truancy Reduction) County of Ventura. The County of Ventura provides support to the district SARB team on a monthly basis. An Assistant District Attorney meets with the SARB team to review truancy cases and provide support to families to reduce absences.						committed for salaries through year-end: \$1,526,236.		
2.4	<p>Social and Emotional Supports Oxnard School District's low-income student populations are some of the lowest performing student groups on state and local assessment. Multi-tiered System of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, designed to support their specific needs.</p> <p>Tier I: Universal interventions provided for all students.</p> <p>Tier II: Targeted short-term</p>		Yes	LCFF 4255231 Federal 810431	LCFF 188074 Federal 281396	\$5,535,132.00	<p>This action is on-going. Two additional social workers will be added in the winter/spring 2022.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$5,196,782.</p>		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>interventions provided to some students in a small group setting. Tier III: Intensive longer-term interventions provided to a few students usually in an individual, one-on-one basis. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions.</p> <ul style="list-style-type: none"> • 23 school Counselor positions to service school sites districtwide and provide site based behavioral analysis and support for 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students TK-8th grade.</p> <ul style="list-style-type: none"> • Director of Pupil Services and support staff • Community Liaison to support students experiencing homeless and foster youth • 20 Outreach Specialist assigned to each school site • Therapeutic Counselor (outside contract) to provide Licensed Marriage and Family Therapist (LMFT) counseling services to support intensive student needs. • County of Ventura, HSA Social Workers. The district contracts with the County to provide a social worker at two school sites to support students and families. Social workers collaborate with administrators, 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>counselors, ORCs, and Family Liaisons to support families at their home school and schools in the area.</p> <p>The implementation of these supports will be monitored using Panorama as well as other indicators including the California Dashboard.</p>						
2.5	<p>Health and Welfare of students Some low income students, students experiencing homelessness and foster youth lack resources and often miss school due to health and welfare factors. This action principally supports these groups of students and provides resources to address health and welfare needs.</p> <ul style="list-style-type: none"> • Supplemental Health Care Technician/LVN services • Contracted staffing services to ensure that health offices are staffed at each school site. • Provide Health Assistants 		Yes	<p>LCFF 560466 Other State 1006528 Federal 3800</p>	<p>LCFF 74399 Other State 545000 Federal 122400</p>	\$2,312,593.00	<p>This action is on-going. Staffing all LVNs has been challenging as a result of shortage of staffing.</p> <p>Expenditure to date, including funds committed for salaries through year-end: \$737,392.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and/or Health Care Technicians (LVNs) at each school site with oversight from district nurses ensuring student safety and health across the district.</p> <ul style="list-style-type: none"> • Palmer Drug and Alcohol Prevention. PDAP provides individual and group substance abuse counseling sessions for students based on requests from school staff. Sessions focus on awareness of personal strengths, importance of health choices, the dangers of drug and alcohol use and social skills for seeking positive peers. • Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter medi-cal billing 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>reports which are sent to Practi-Cal for review. Costs are recovered through this program.</p> <ul style="list-style-type: none"> • Social Emotional Services Specialist (SESS) through VCOE contract. Social emotional service specialists provide support to students who require intensive counseling due to social-emotional/behavior issues. SESS providers work with students one-one at the school • Hearing Conservation screening services. Hearing Conservation provides comprehensive hearing screening for students who need more intensive hearing evaluation. 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.6	<p>Create a safe environment conducive to learning</p> <ul style="list-style-type: none"> • Provide Campus Assistants to keep students safe at lunch and recess and provide for before and after school campus supervision. • School safety plans are updated annually in accordance with Ed Code. School teams work with stakeholders to identify resources and elements that are important to school safety and climate. • Annual Parent Rights Notification, Envision Consulting services. The Annual Parent Rights Notification is updated annually to reflect new district policy and Ed Code. Envision Consulting reviews the 		Yes	LCFF 2751559	LCFF 3000	\$2,754,559.00	<p>This action is on-going. School Safety plans are in development and will be brought to school board in February. Annual parent rights have been updated and distributed. Action preparedness training will occur in Spring 2022 .</p> <p>Expenditure to date, including funds committed for salaries through year-end: \$2,943,938.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>document to ensure that all updates to Ed Code are accurate.</p> <ul style="list-style-type: none"> Action Preparedness Training. School office staff and health care staff are provided CPR training annually. Training is voluntary. 						
2.7	<p>Restorative Practices Oxnard School District has identified the need to reduce suspension and expulsions for unduplicated student groups. Professional development will be provided for staff Resources to support restorative practices across the district These opportunities will be provided using existing personnel and school time. Additionally, this will be monitored through the use of Panorama Survey.</p>		Yes				<p>At this time, training has not occurred as a result of lack of substitutes and staff shortages. The training is pending for when restrictions from the pandemic allow.</p> <p>Expenditures to date: \$0.</p>
2.8	<p>Professional learning and wellness for staff Oxnard School District's unduplicated student groups are among the lowest performing student</p>		Yes		LCFF 75000	\$75,000.00	<p>This action is on-going. Each OSSA members is allocated 750 dollars to select training in this area that meets each</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>groups on state and local assessments. These groups account for 91 percent of the students in the district. They are also groups with higher rates of absenteeism and lack school connectedness. Consequently, staff require continuous development using strategies and tools to address student needs. Professional Growth for OSSA members which include nurses, counselors, Speech pathologist, program specialist, behaviorist and psychologists. Included in these days are wellness days for OSSA members.</p>						<p>members professional development needs.</p> <p>Expenditure to date: \$5,849.</p>
<p>2.9</p>	<p>Tier III and Specialized Support</p> <ul style="list-style-type: none"> • Social emotional specialist through VCOE • Counselling services for IEPs • 1:1 behavioral aides • Special Education staff to assist with additional duties and assessments 		<p>Yes</p>		<p>LCFF 2775000 Federal 1000000</p>	<p>\$3,775,000.00</p>	<p>This action is on-going. Due to staffing shortages, some positions have been filled with outside contract personnel.</p> <p>Expenditures to date: \$250,000.</p>

Goal 3

This Broad Goal addresses State Priority three, Parent and Family Engagement. The Oxnard School District will continue to work to improve communication with parents, community and staff.

Rationale

This goal was developed because the Oxnard School District believes that students will do better academically and socially when schools build positive relationships with families. Parent involvement is crucial, regardless of income or background, it is critical for the district to have a comprehensive and well-planned partnership between school and home. To do this, a comprehensive communication system must be implemented, this comprehensive communication includes two-way communication that flows between and among the school, the families and the community. This goal includes establishing a more effective way to disseminate information and gather feedback from all stakeholders. The Local Indicator Self-Reflection tools were administered to learn more about OSD efforts to address each area: Parent and Family Engagement, State Priority 3.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Priority 3 Panorama Survey All, including UPP	Staff 228 Responses 70% responded favorably CA Dashboard Families 1398 Responses 85% Favorable Responses	Surveys are not yet administered	Staff 750 Responses 85% Favorable Responses CA Dashboard Families 3500 Responses 90 % Favorable Responses

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local		Yes	LCFF 2000 Federal 6000	LCFF 5500 Federal 126000	\$139,500.00	This action is on-going. Monthly meetings are taking place. Goals and actions have been outlined using the Family Engagement Framework from the California Department of Education.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>assessments, and also demonstrate some of the lowest rates of parental engagement. To build parent capacity, empowerment and advocacy that impacts student academic and social-emotional development through ongoing collaboration with different parent and Community Groups: District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, School Site Councils, Mixteco Steering Committee and Mixteco parent group.</p> <p>Actions listed above will lead to increased student performance on state and local assessments by educating, engaging and involving parents in the continued development of the district's strategic plan and the student profile.</p>						Expenditure to date: \$177,635.
3.2	<p>Ensure and enhance our communication with families through the use of a variety a platforms Oxnard School District's unduplicated student</p>		Yes		Federal 125000	\$125,000.00	The Oxnard School District continues to use the Blackboard Connect platform to provide effective

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. IN order to improve this condition, the district will maintain effective communication with parents via website, email, text, and phone calls. This action includes professional development for Principals, Assistant Principals and Office staff for updating the school website and utilizing ParentConnect to send email, text, phone calls, and digital newsletter to families.</p> <p>Blackboard and Blackboard Professional Development</p>						<p>communication with parents.</p> <p>Expenditures to date: \$101,308.</p>
3.3	<p>Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members</p> <p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the</p>		Yes	Federal 150000		\$150,000.00	<p>The Oxnard School District recently completed the recruitment for a web content analyst position to serve as a webmaster to support updating and training the Oxnard School District webpages. The individual hired will assume these duties in January of 2022.</p> <p>Expenditures to date: \$0.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>district will contract or hire a person as a webmaster to support the update of the Oxnard School District Web page and School sites. This person will need to know the technical and content side of the information and will establish protocols to create consistency among all OSD pages and sites.</p>								
3.4	<p>Equitable access for participation Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. In order to improve engagement of these student groups, the district will purchase Zoom to improve communication, offer webinars, support instruction. This action will also facilitate access for families that are unable to come to school sites or leave work for meeting.</p>		Yes	Federal 20800	Federal 130000	\$150,800.00	<p>This action is on-going. Due to many COVID-19 restrictions, Zoom continues to be a fundamental tool for communication.</p> <p>Expenditures to date: \$2,350.</p>		
3.5	<p>Systems of Communication to Include the voices of our different parent groups in the design of learning</p>		Yes			LCFF 45000	\$45,000.00	<p>Oxnard School District is in the process of assessing communication systems and developing action</p>	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>experiences for student and families. Build systems of communication to provide information to students, families, staff and administration. Videos will highlight projects and information about the student profile within the district and will be shared with the community. The district webpage will be updated to include accurate information to relevant departments. Blackboard, Facebook and Twitter will be for messaging to families. Communication will be shared in English and Spanish with Mixteco and ASL translation when needed.</p>						<p>steps to address identified needs in this area.</p> <p>Expenditures to date: \$3,943.</p>
3.6	<p>Ensure participation, involvement and support of our African American, Mixteco, English Learners parents in the different aspects of their children's education. Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. The district is committed to ensuring access to information and engagement for all families.</p>		Yes	<p>LCFF 433461 Federal 80768</p>	Federal 12000	\$526,229.00	<p>This action is on-going.</p> <p>Expenditures to date, including funds committed for salaries through year-end: \$322,830.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>This requires the district to provide information in many different languages.</p> <ul style="list-style-type: none"> • Maintain two Mixteco Interpreters/translators to support native language interpretation and translation services • Contract for interpreting Services. This service is provided in order to ensure that all parents and community members have access to all of the district information necessary to fully engage as educational partners. • Translation Services for Parents. Provide equity and access to community by providing translation services. Translation services are provided by hiring district translators/interpreters. This includes 2 Mixteco 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>interpreters, 5 Spanish translators</p> <ul style="list-style-type: none"> • Parent Support Liaison. Maintain a Parent Support Liaison to increase family and community engagement at both school and district levels, establish effective communication between home and school, increase community support for schools and the district, and offer training opportunities for parents 						
3.7	<p>Revamp and maximize the accessibility to the district's website as a conduit of information for all families and community members. Upgrade and maintain District Office Board room and recording studio/equipment to facilitate various communication modalities of board meetings including Zoom webinars, live cable</p>		No		Federal 260000	\$260,000.00	The district has partnered with a local sound and broadcasting vendor to develop the necessary materials list to upgrade and maintain the District Office Board room and recording studio equipment. Some upgrades are complete, but we are currently experiencing

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	broadcast, internet live stream, re-broadcasts and archiving in both English and Spanish								delays with supply chain. We anticipate completing this action by the end of the fiscal year. Expenditures to date: \$116,859.
3.8	District Enrollment Center Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. Providing access to information for unduplicated student groups is critical for future success. This action principally addresses these needs. The district Enrollment Center Manager plans, organizes, and directs the ongoing operations of the district's enrollment center including training and evaluating staff; analysis and reporting of enrollment; developing systems to support enrollment at all district school sites.		Yes	LCFF	598298	LCFF	7500	\$605,798.00	This action is on-going. Expenditures to date, including funds committed for salaries through year-end: \$445,853.
3.9	Transition to High School- Parent workshops		Yes	Federal	20000	Federal	25000	\$45,000.00	These actions will be taking place in the winter/spring 2022.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Oxnard School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement. To assist parents in supporting their student's transition to high school the district provides student and parent workshops on Going to High School and Beyond. ORCs and Counselors will provide workshops to parents of students in Grades 5 and up to review what they need to think about before arriving to high school. This action would include preparing students and families with information and support around A-G opportunities and requirements in High School.</p>						Expenditures to date: \$0.
3.10	<p>Students Voice Superintendent Fellows A student representative from each school site who collaborates with the superintendent about the student experience in Oxnard School District. Students are a conduit between the superintendent and other students from their schools. This group provides an opportunity for the student voice and choice to be</p>		Yes		LCFF 28000	\$28,000.00	<p>This action is on-going. The Superintendent has regularly scheduled meetings with the Superintendent Fellows.</p> <p>Expenditures to date: \$0.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	shared with district leadership.						
3.11	Special Education Parent Supports <ul style="list-style-type: none"> Special Education Community Council. Monthly community council with selected committee Parent Trainings for specific groups; Autism, ED, AAC. 		Yes	LCFF 60000		\$60,000.00	This action is on-going. Expenditures to date: \$0.

Goal 4

This Broad Goal Addresses all of the state priorities and district mission. Oxnard School District will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities. In addition this goal supports and contributes to all previous district goals by ensuring that the operations of the district are aligned to the district's strategic plan.

Rationale

This broad goal was developed to support the districts mission and vision and all of the previous goals. There are many operational layers necessary to be able to provide all of the resources schools and students need that contribute to teaching and learning in the district. This goal addresses all of the state priorities and will be measured using the metrics identified in the previous 3 goals.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	See Metric / Indicators		See metrics in previous actions	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	above for each of the district goals			

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Implement a facilities program with the goal of improving student performance</p> <p>This action was developed because there is a growing body of research that indicates that school facilities have a measurable impact on student achievement and connectedness. The spaces where our children spend the majority of their waking hours can impact student learning therefore, OSD is committed to maintaining 21st Century schools that are conducive for teaching and learning the skills necessary for success in the 21st Century.</p>		Yes		LCFF 1500000	\$1,500,000.00	This action is on-going. Expenditures to date are \$1,500,000.
4.2	<p>Central Office Administration</p> <p>Board of Education Superintendent Communications</p>		No	LCFF 474391	LCFF 1280695	\$1,755,086.00	This action is on-going. Expenditures to date, including funds committed for salaries through year-end, are \$779,018.
4.3	Administrative Services		No	LCFF 2431359	LCFF 4559700	\$6,991,059.00	This action is on-going. Expenditures to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration.</p> <p>These values are the foundation of the division mission which is to:</p> <ul style="list-style-type: none"> • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success <p>Departments serving to support this mission include:</p> <ul style="list-style-type: none"> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office 						<p>date, including funds committed for salaries through year-end, are \$4,221,991.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.4	<p>Operational Services Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community</p> <ul style="list-style-type: none"> • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services and materials for the entire district, contracting public 		No	LCFF 9177126	LCFF 5575375	\$14,752,501.00	This action is on-going. Expenditures to date, including funds committed for salaries through year-end, are \$8,536,903.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>works projects, operation of general and food warehouses, daily delivery to schools</p> <ul style="list-style-type: none"> • Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation 						
4.5	<p>Other Expenses Health Contribution Retirement Additional Instructional Time (All grade levels) Expanded Summer & Winter Learning (including Alternative & Special Education) Expanded After School Programs School Site Support (to be planned through the SPSA) Curriculum & Instruction Supports Teacher Development Supports Library Services (student books) Health Services Support</p>		No	LCFF	3950000	\$3,950,000.00	This action is on-going. Expenditures to date, including funds committed for salaries through year-end, are \$1,981,043.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Social-Emotional / Mental Health Supports Classroom Ventilation Upgrades Classroom Telecom Upgrades Student Desk Replacements						
4.9							

Goal 5

Rationale

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

LCFF Budget Overview for Parents

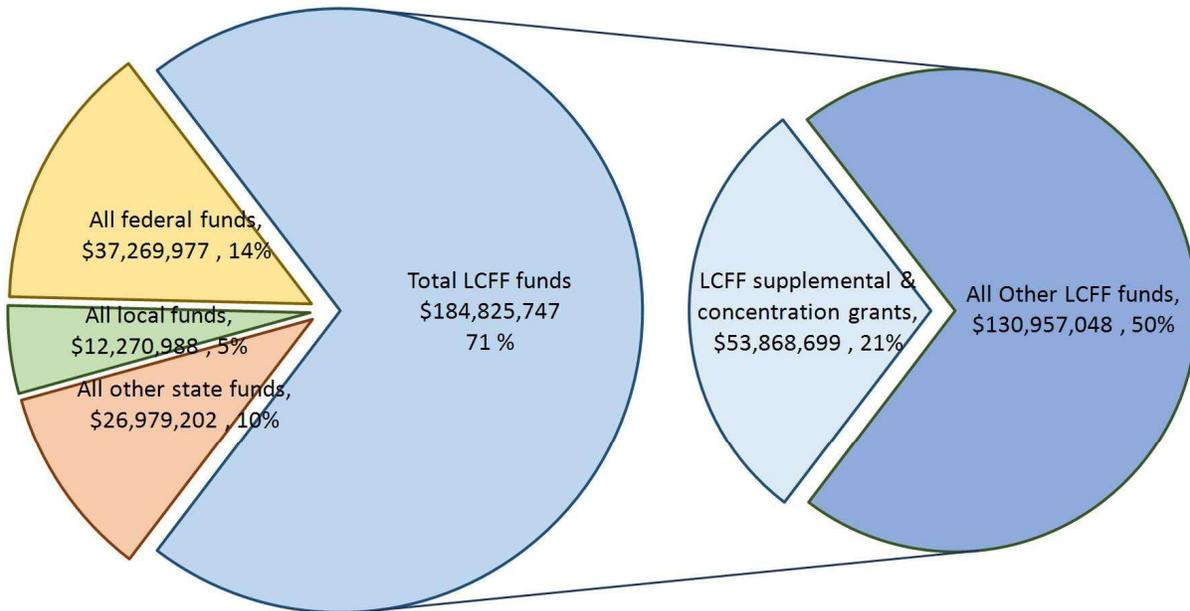
Update on Additional Funding Received in 2021-22

Local Educational Agency (LEA) Name: Oxnard School District
 CDS Code: 56-72538-0000000
 School Year: 2021-22
 LEA contact information:
 Dr.Karling Aguilera-Fort
 Superintendent
 kaguilerafort@oxnardsd.org
 (805) 385-1501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



This chart shows the *Updated* total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

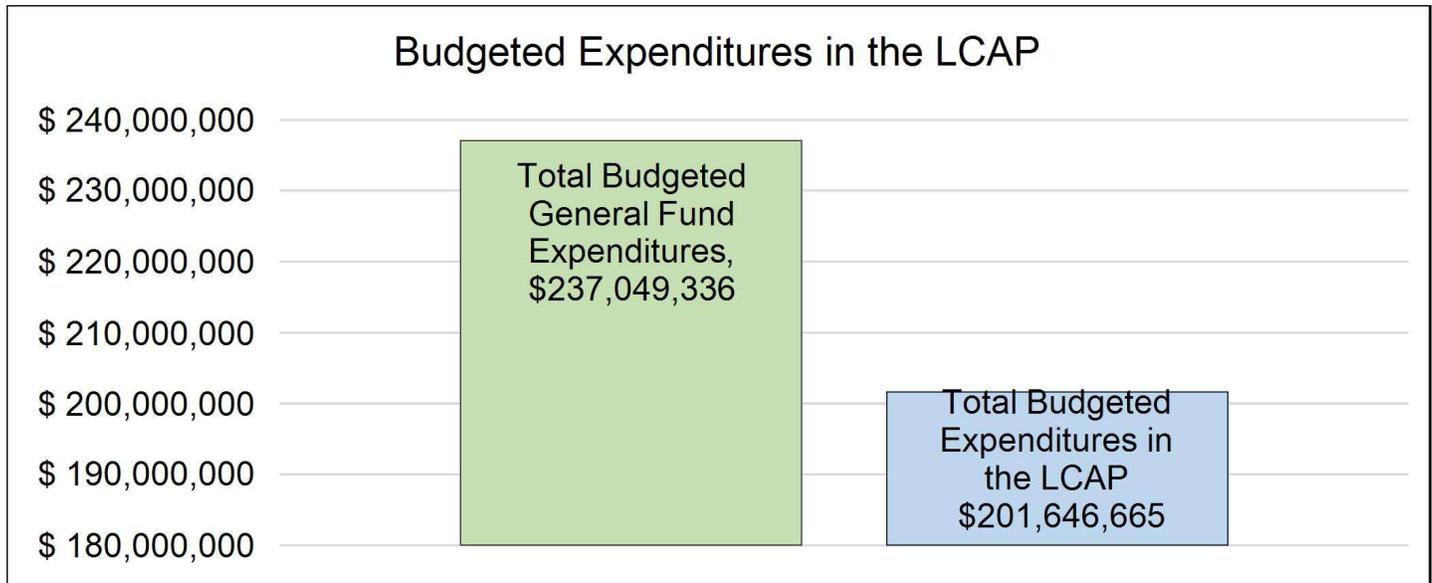
At the time of Original Budget Adoption in June 2021, the total revenue projected for Oxnard School District was \$243,984,950, of which \$178,055,309 was LocalControl Funding Formula (LCFF), \$9,995,552 was other state funds, \$11,145,050 was local funds, and \$44,789,039 was federal funds. Of the \$178,055,309 in LCFF Funds, \$47,040,291 was generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

As a result of California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts, additional funds have been provided to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Changes in projected revenue for Oxnard School District, from the Original Adopted Budget to the First Interim Budget Revision, are reflected in the table below.

Funding Source	Adopted Budget	First Interim Budget	Difference	Explanation of Difference
Total LCFF Funds	\$178,055,309	\$184,825,747	\$ 6,770,438	Additional 15% Concentration Grant revenue
<i>LCFF Supplemental & Concentration Grants</i>	<i>\$ 47,040,291</i>	<i>\$ 53,868,699</i>	<i>\$ 6,828,408</i>	<i>Additional 15% Concentration Grant revenue</i>
All Other State Funds	\$ 9,995,552	\$ 26,979,202	\$ 16,983,650	\$12 million in Expanded Learning Opportunity Program revenue \$1.7 million in Educator Effectiveness Block Grant revenue \$1.5 million in Special Education Recovery revenue \$1.5 million in After School programs increased revenue
All Local Funds	\$ 11,145,050	\$ 12,270,988	\$ 1,125,938	Increase in the base funding rate received from the Ventura County SELPA for students with special needs
All Federal Funds	\$ 44,789,039	\$ 37,269,977	\$ (7,519,062)	Federal pandemic funds (such as ESSER funds) are multi-year funds; \$7.5 million of these funds are now anticipated to be earned and spent in the 2022-23 school year and beyond.

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxnard School District plans to spend for 2021-22. It shows how much of the *Updated total expenditures* tied to planned actions and services in the LCAP.

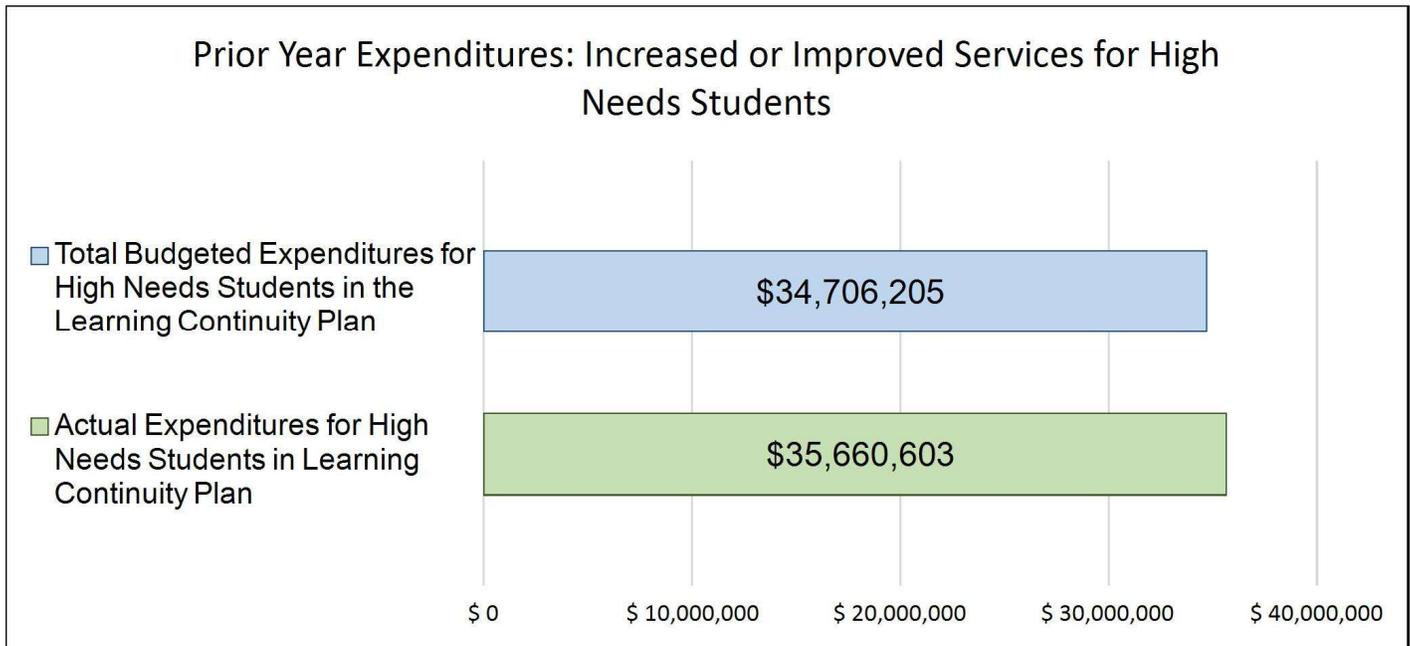
As of First Interim, Oxnard School District plans to spend \$237,049,336 for the 2021-22 school year. Of that amount, \$201,646,665 is tied to actions/services in the LCAP and \$35,402,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will generally be used for operational and other expenses such as utilities, substitute staffing, and miscellaneous materials, supplies, and services. The budgeted expenditures for Expanded Learning and After School programs are included in the Expanded Learning Opportunity Grant Plan. The budgeted expenditures from ESSER funds are included in the ESSER III Expenditure Plan. The budgeted expenditures from Educator Effectiveness Block Grant funds are included in the Educator Effectiveness Block Grant Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Oxnard School District is projecting it will receive \$53,868,699 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend \$177,888,019 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Oxnard School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oxnard School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Oxnard School District's Learning Continuity Plan budgeted \$34,706,205 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent \$35,660,603 for actions to increase or improve services for high needs students in 2020-21.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section B: Hearing

Public Comment (3 minutes per speaker)/Comentarios del Público (3 minutos por cada ponente)

Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised. The Board particularly invites comments from parents of students in the District.

Los miembros del público podrán dirigirse a la Mesa Directiva sobre cualquier asunto que corresponda a la jurisdicción de la Mesa Directiva en este periodo o cuando este punto figure en el orden del día y sea analizado. Los comentarios deben limitarse a tres (3) minutos. Tenga presente que esta reunión está siendo grabada y televisada. La Mesa Directiva invita en particular a los padres y alumnos del distrito a que presenten sus comentarios.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section B: Hearing

Public Hearing - Options for Trustee Area Redistricting (Aguilera-Fort/Sawhney)

A public hearing will be held to review and receive public input on the options for Trustee Area Redistricting.

Changes to the existing areas are indicated in purple outline on the attached maps. Revisions to Trustee areas must be adopted by February 28, 2022.

Following the public hearing, the Board will consider this item during the Action section of the meeting.

FISCAL IMPACT:

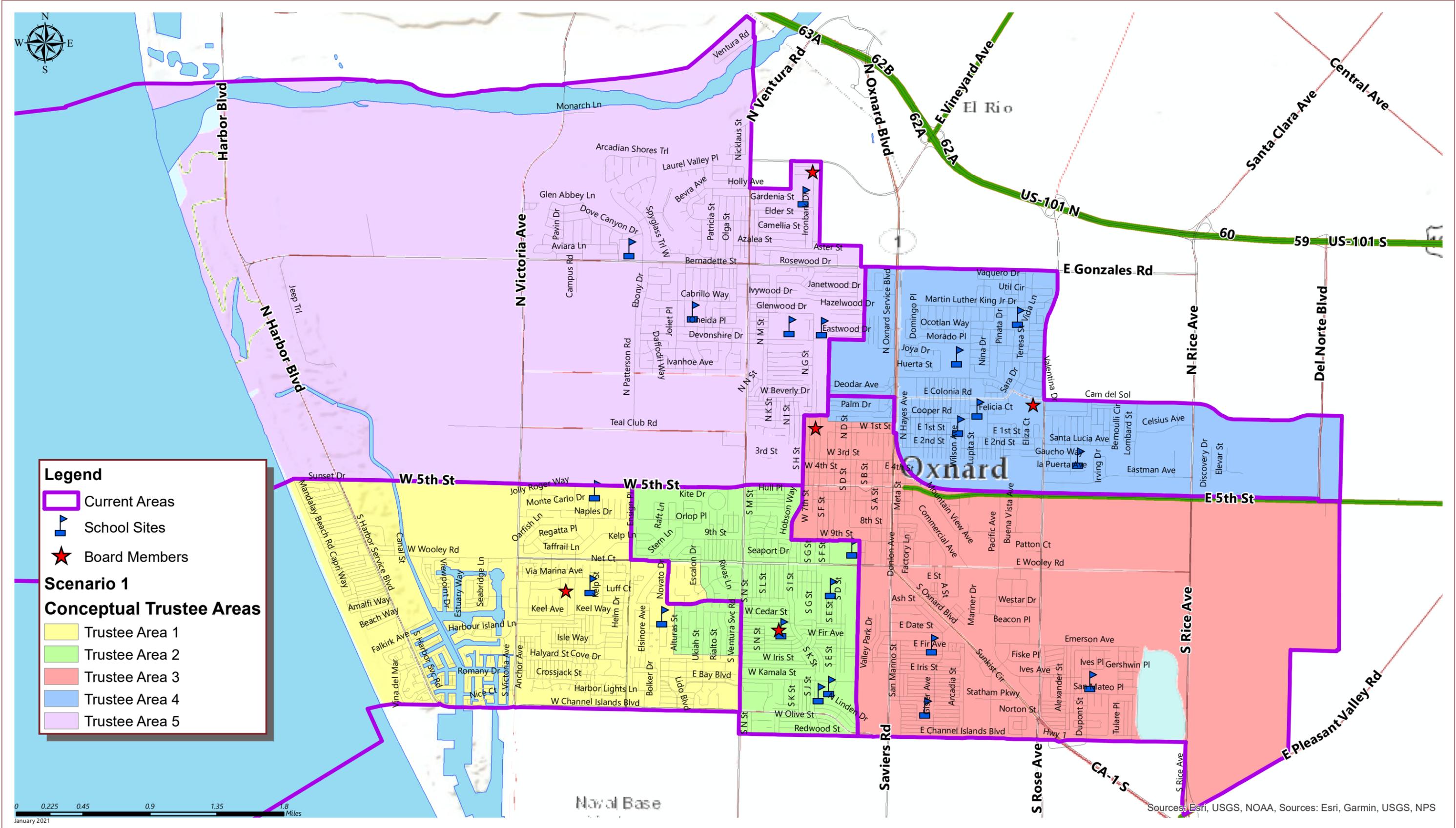
N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees review and receive public input on the options for Trustee Area Redistricting.

ADDITIONAL MATERIALS:

- Attached:** [Draft Map - Scenario 1 \(2 pages\)](#)
- [Draft Map - Scenario 2 \(2 pages\)](#)
- [Draft Map - Scenario 3 \(2 pages\)](#)



Legend

- Current Areas
- ▴ School Sites
- ★ Board Members

Scenario 1
Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5

0 0.225 0.45 0.9 1.35 1.8 Miles
January 2021

Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

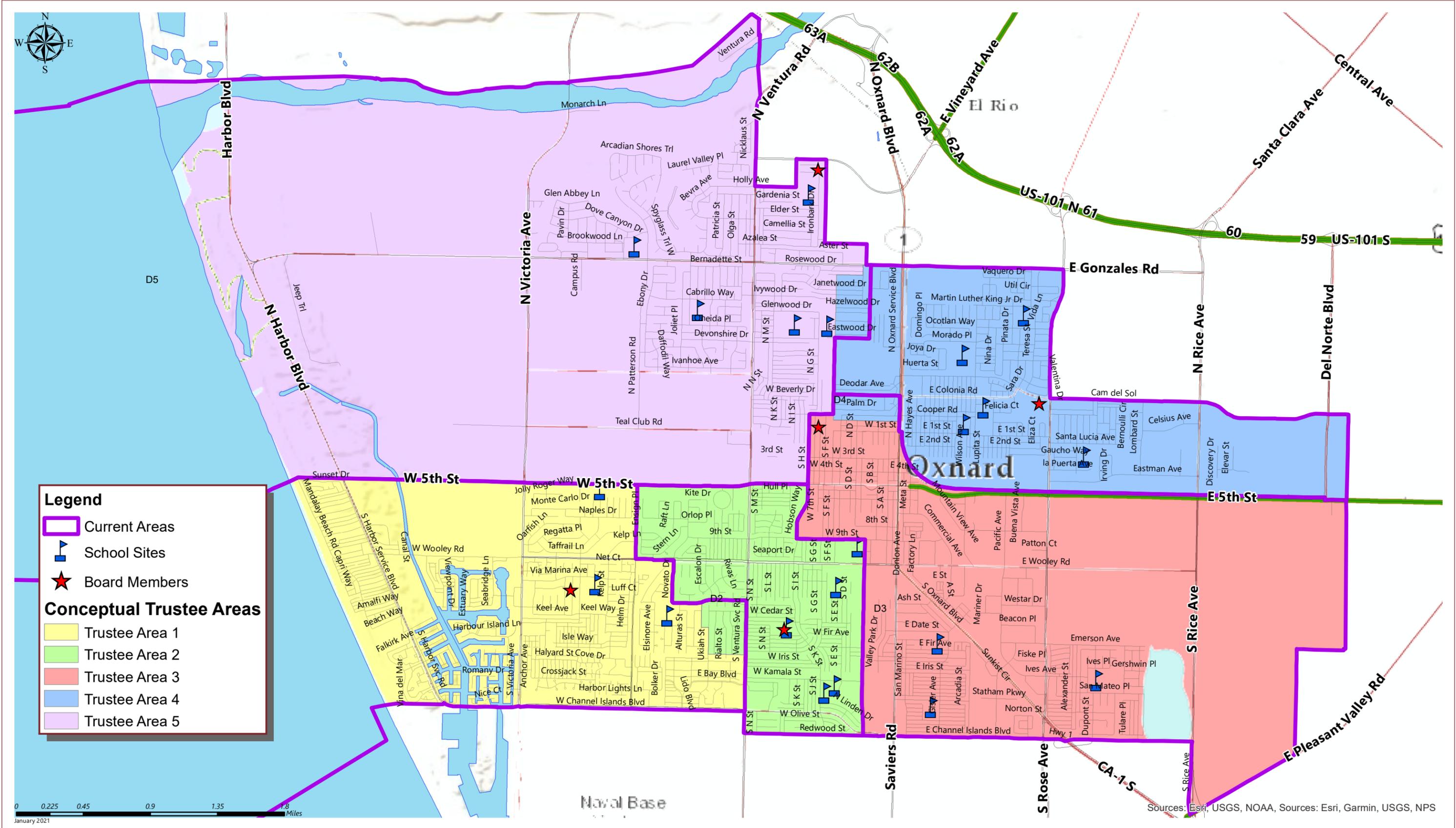
CONCEPTUAL TRUSTEE AREAS - SCENARIO 1

Total Population:	125,026	Ideal Population:	25,005	Variance:	8.9%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,916	25,045	25,165	23,839	26,061
Population Variance	-89	40	160	-1,166	1,056
	-0.4%	0.2%	0.6%	-4.7%	4.2%
Hispanic/Latino	46.7%	85.9%	85.4%	83.6%	70.5%
White	39.2%	6.8%	6.4%	5.4%	17.3%
Black/ African American	3.0%	2.1%	1.6%	1.4%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	6.4%	3.2%	4.8%	7.9%	6.0%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.2%	0.6%
Two or More Races	3.5%	1.4%	1.2%	1.1%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,340	17,932	18,127	17,174	19,867
Hispanic/Latino	40.8%	83.3%	82.6%	81.3%	65.9%
White	44.6%	8.2%	7.9%	6.4%	20.5%
Black/ African American	3.2%	2.4%	1.8%	1.7%	3.5%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.3%
Asian	7.0%	3.9%	5.8%	9.0%	6.9%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.2%	0.6%
Two or More Races	3.2%	1.4%	1.2%	0.9%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,385	11,927	11,045	11,344	16,354
Hispanic/Latino	38.1%	72.4%	77.9%	72.0%	57.3%
White	48.5%	14.2%	10.6%	13.7%	26.6%
Black/ African American	3.8%	5.4%	2.7%	2.1%	4.5%
American Indian/ Alaska Native	0.1%	0.2%	0.0%	0.8%	0.3%
Asian	6.1%	6.6%	7.8%	9.2%	8.8%
Native Hawaiian/ Other Pacific Islander	0.4%	0.3%	0.1%	0.6%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	3.0%	0.9%	0.9%	1.5%	2.3%



CONCEPTUAL TRUSTEE AREAS - SCENARIO 2

Total Population:	125,026	Ideal Population:	25,005	Variance:	2.1%
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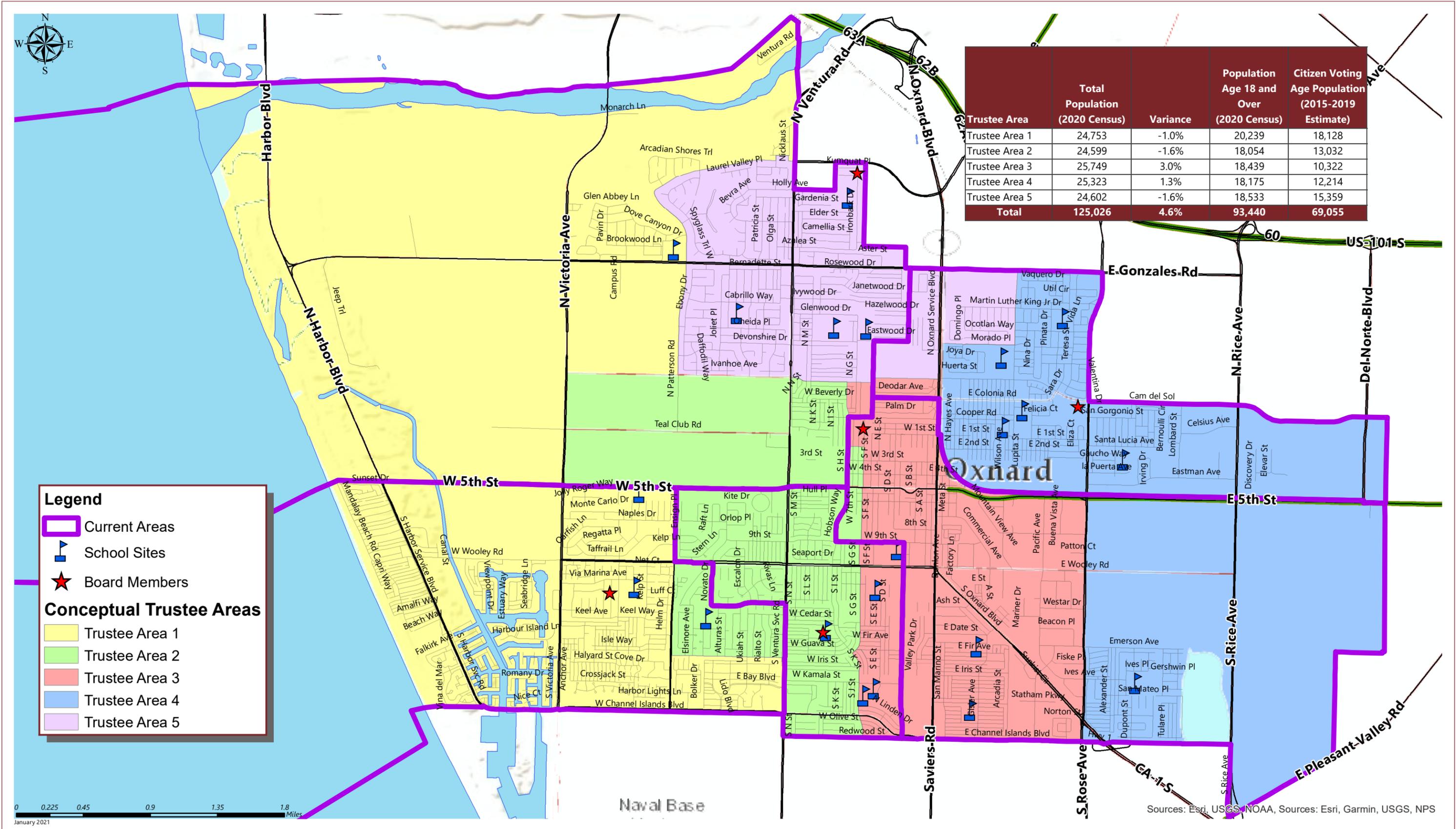
Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,861	25,100	25,165	24,689	25,211
Population Variance	-144	95	160	-316	206
	-0.6%	0.4%	0.6%	-1.3%	0.8%
Hispanic/Latino	46.9%	85.5%	85.4%	83.0%	70.6%
White	39.1%	6.9%	6.4%	6.0%	17.1%
Black/ African American	2.9%	2.2%	1.6%	1.4%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	6.3%	3.2%	4.8%	7.8%	6.1%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.5%	0.3%	0.3%	0.3%	0.5%
Two or More Races	3.5%	1.4%	1.2%	1.2%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,260	18,012	18,127	17,871	19,170
Hispanic/Latino	41.1%	82.8%	82.6%	80.6%	66.0%
White	44.6%	8.4%	7.9%	7.2%	20.3%
Black/ African American	3.1%	2.5%	1.8%	1.7%	3.5%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.3%
Asian	6.9%	4.0%	5.8%	8.8%	7.1%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.3%	0.6%
Two or More Races	3.1%	1.4%	1.2%	1.0%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,125	12,187	11,045	12,009	15,689
Hispanic/Latino	38.0%	71.9%	77.9%	70.6%	57.8%
White	48.8%	14.4%	10.6%	15.8%	25.6%
Black/ African American	3.8%	5.3%	2.7%	2.0%	4.7%
American Indian/ Alaska Native	0.1%	0.2%	0.0%	0.8%	0.3%
Asian	5.9%	6.9%	7.8%	8.7%	9.2%
Native Hawaiian/ Other Pacific Islander	0.4%	0.3%	0.1%	0.6%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	2.9%	1.1%	0.9%	1.5%	2.4%

OXNARD SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3



0 0.225 0.45 0.9 1.35 1.8 Miles
January 2021

Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

OXNARD SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3

Total Population:	125,026	Ideal Population:	25,005	Variance:	4.6%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,753	24,599	25,749	25,323	24,602
Population Variance	-252	-406	744	318	-403
	-1.0%	-1.6%	3.0%	1.3%	-1.6%
Hispanic/Latino	44.1%	82.2%	86.5%	85.8%	72.2%
White	40.7%	9.3%	6.7%	4.1%	15.2%
Black/ African American	2.9%	2.4%	1.7%	1.2%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	7.4%	3.6%	3.2%	7.5%	6.5%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.2%
Other	0.6%	0.4%	0.3%	0.2%	0.5%
Two or More Races	3.7%	1.6%	1.2%	0.8%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,239	18,054	18,439	18,175	18,533
Hispanic/Latino	38.3%	79.2%	84.0%	83.6%	67.8%
White	46.2%	11.1%	8.3%	4.8%	18.4%
Black/ African American	3.0%	2.8%	2.0%	1.4%	3.4%
American Indian/ Alaska Native	0.4%	0.2%	0.3%	0.2%	0.2%
Asian	8.0%	4.4%	3.8%	8.9%	7.4%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.4%	0.3%	0.2%	0.6%
Two or More Races	3.2%	1.7%	1.1%	0.7%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,128	13,032	10,322	12,214	15,359
Hispanic/Latino	36.2%	68.3%	78.8%	74.7%	59.2%
White	49.5%	17.4%	12.9%	9.8%	25.4%
Black/ African American	4.0%	4.4%	3.1%	2.5%	4.5%
American Indian/ Alaska Native	0.1%	0.4%	0.0%	0.8%	0.1%
Asian	6.9%	7.9%	4.3%	10.6%	8.2%
Native Hawaiian/ Other Pacific Islander	0.5%	0.3%	0.1%	0.6%	0.1%
Other	N/A	N/A	N/A	N/A	N/A
Two or More Races	3.0%	1.4%	0.8%	1.1%	2.5%

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section C: Consent Agenda

Enrollment Report (Aguilera-Fort)

District enrollment as of January 31, 2022 was 14,454. This is 657 less than the same time last year.

FISCAL IMPACT:

None.

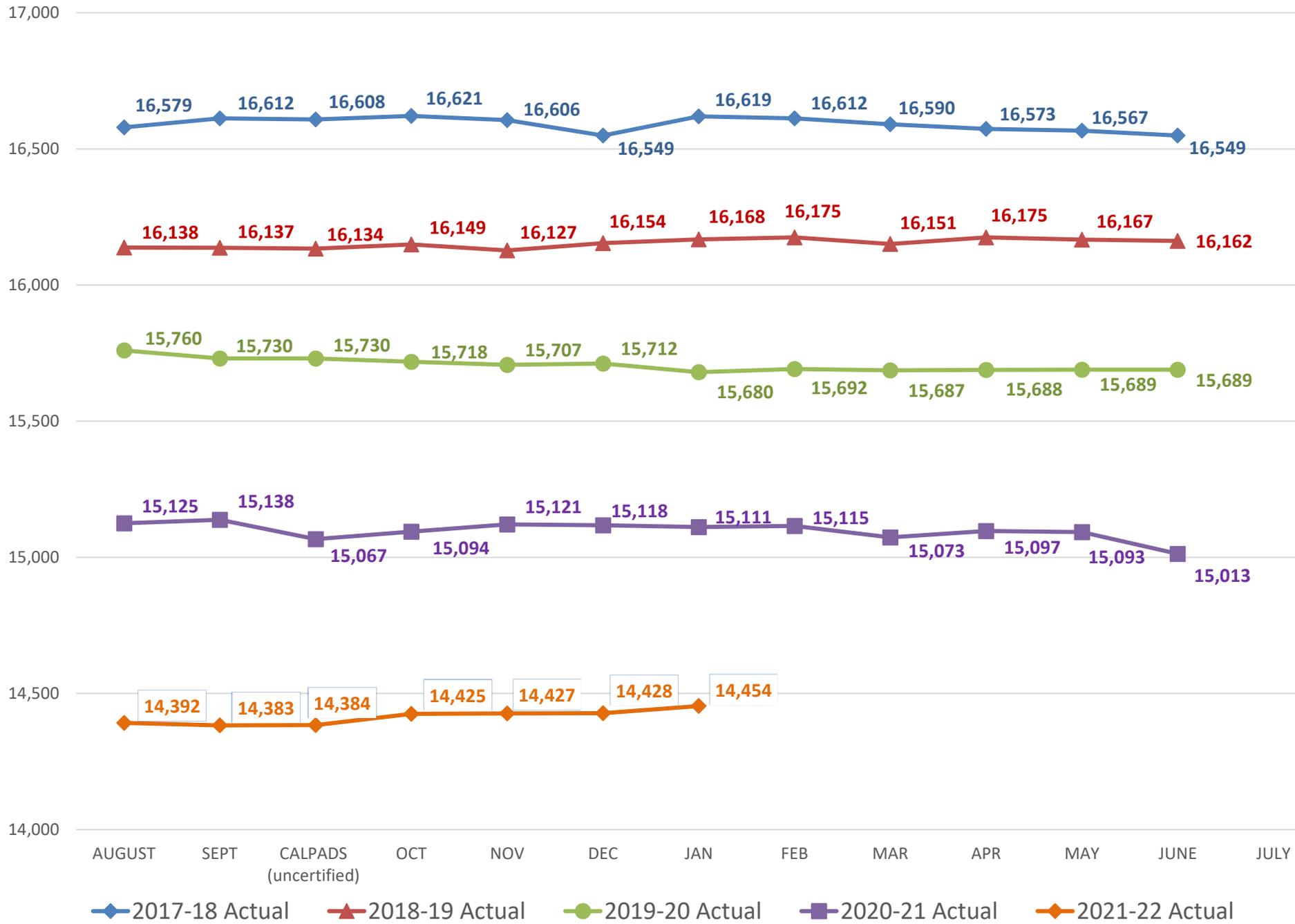
RECOMMENDATION:

Information only.

ADDITIONAL MATERIALS:

Attached: [Graph-Oxnard School District Enrollment History 2017-18 through 2021-22 Actuals \(1 page\)](#)

Oxnard School District Enrollment History 2017-18 through 2021-22 Actuals



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: February 16, 2022

Agenda Section: Section C: Consent Agenda

Personnel Actions (Torres/Batista/Torres)

The attached are recommended Personnel Actions presented to the Board of Trustees for consideration. The salary placement for the individuals employed will be in accordance with the salary regulations of the District. Personnel Actions include: New hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, authorizations and leaves of absence.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources, the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

ADDITIONAL MATERIALS:

Attached: [Classified Personnel Actions 2.16.22 \(three pages\)](#)
[Certificated Personnel Actions 02162022 \(one page\)](#)

CLASSIFIED PERSONNEL ACTIONS

February 16, 2022

New Hire

Arellano, Leticia	Speech Language Pathology Assistant, Position #10563 Special Education 8.0 hrs./183 days	01/24/2022
Hernandez, Maria B.	Secretary, Position #10785 Enrichment & Special Programs 8.0 hrs./246 days	01/31/2022
Martinez-Bravo, Sara E.	Preschool Assistant, Position #2147 Sierra Linda 3.0 hrs./183 days	01/10/2022
Nunez, Charles J.	Custodian, Position #10472 Facilities 8.0 hrs./246 days	01/25/2022
Ornelas, Maria	Office Assistant II, Position #10622 Kamala 8.0 hrs./203 days	01/20/2022
Silva, Vereia D.	Custodian, Position #2543 McAuliffe 4.0 hrs./246 days	01/31/2022
Velarde, Andrea	Secretary, Position #922 Enrollment Center 8.0 hrs./246 days	01/10/2022
Zaragoza Torres, Claudia I.	Office Assistant II, Position #10623 Lemonwood 8.0 hrs./203 days	01/25/2022

Limited Term/Substitute

Ayala Morales, Cuauhtemoc	Custodian (substitute)	01/18/2022
Benesh, Karen	Clerical (substitute)	01/10/2022
Cabrera, Jesse B.	Campus Assistant (substitute)	01/24/2022
Canchola, Melissa	Paraeducator (substitute)	01/20/2022
Castilla, Elizabet	Custodian (substitute)	01/26/2022
Castillo, Cristina	Clerical (substitute)	01/10/2022
Delgado, Elvia	Campus Assistant (substitute)	01/24/2022
Del Rio, Monica	Clerical (substitute)	01/10/2022
Duong, Sandy	Clerical (substitute)	01/15/2022
Feliciano, Justin	Campus Assistant (substitute)	01/11/2022
Fredrick, Walter	Clerical (substitute)	01/20/2022
Gallardo, Rebecca	Clerical (substitute)	01/24/2022
Garcia, Ricardo	Clerical (substitute)	01/25/2022
Gutierrez, Noah	Campus Assistant (substitute)	01/27/2022
Izquierdo, Eddie	Campus Assistant (substitute)	01/27/2022
Izquierdo, Jazmin	Campus Assistant (substitute)	01/25/2022
Mora, Virginia	Paraeducator (substitute)	01/18/2022
Nunez, Charles J.	Custodian (substitute)	01/13/2022
Pena, Brandy	Clerical (substitute)	01/11/2022
Soto, Ma Genoveva	Child Nutrition Worker (substitute)	01/24/2022
Toledo Zavaleta, Maribel	Clerical (substitute)	01/10/2022
Valencia Capilla, Luis	Custodian (substitute)	01/11/2022

Promotion

Galvan, Rita	Director of Transportation, Position #7103 Transportation 8.0 hrs./246 days Transportation Dispatcher/Scheduling Asst., Position #2268	02/01/2022
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Gonzalez, Luis E.	Transportation 8.0 hrs./246 days Bus Driver, Position #1453	02/01/2022
Trejo, Leticia T.	Transportation 6.0 hrs./183 days Transportation Driver, Position #9637 Transportation 5.5 hrs./183 days Intermediate School Secretary, Position #921 Frank 8.0 hrs./192 days Office Assistant II, Position #10629 Ritchen 8.0 hrs./203 days	02/07/2022
<u>Transfer</u>		
Aguilar, Tara L.	Campus Assistant, Position #3060 Kamala 5.75 hrs./180 days Campus Assistant, Position #3001 Kamala 4.0 hrs./180 days	01/18/2022
Avalos, Martha P.	Child Nutrition Worker, Position #1704 McKinna 5.0 hrs./185 days Child Nutrition Worker, Position #2219 Frank 5.0 hrs./185 days	01/31/2022
Baeza, Maria T.	Health Care Technician, Position #9054 Pupil Services 7.0 hrs./183 days Health Care Technician, Position #7115 Pupil Services 8.0 hrs./183 days	02/01/2022
Barrera, Yissel J.	Campus Assistant, Position #3123 Lemonwood 5.5 hrs./180 days Campus Assistant, Position #3102 Lemonwood 0.5 hrs./180 days	01/18/2022
Ramirez, Adrian	Technology Services Technician, Position #2266 Information Technology 8.0 hrs./246 days Technology Services Technician, Position #9936 Information Technology 8.0 hrs./221 days	02/01/2022
Saadati, Victoria	Human Resources Technician, Position #1462 Personnel Commission 8.0 hrs./246 days Human Resources Technician, Position #10292 Certificated Human Resources 8.0 hrs./246 days	02/07/2022
Sardarbegians, Talin	Health Care Technician, Position #2690 Pupil Services 7.0 hrs./183 days Health Care Technician, Position #10273 Pupil Services 8.0 hrs./183 days	02/01/2022
Tello, Gabriel	Custodian, Position #573 Facilities 8.0 hrs./246 days Custodian, Position #10470 Facilities 8.0 hrs./246 days	01/24/2022
Viveros, Wendy	Secretary, Position #134 Special Education 8.0 hrs./246 days Office Assistant III, Position #10162 San Miguel 8.0 hrs./246 days	02/07/2022

Release from Probation

11277	Grounds Maintenance Worker I, Position #10402 Grounds 8.0 hrs./246 days	01/21/2022
11274	Grounds Maintenance Worker I, Position #10405 Grounds 8.0 hrs./246 days	01/21/2022
11264	Grounds Maintenance Worker I, Position #10406 Grounds 8.0 hrs./246 days	01/21/2022

Resignation

Aguilar, Bianca	Paraeducator II, Position #9291 Marshall 5.75 hrs./183 days	01/31/2022
Bejar, Alexis T.	Paraeducator III, Position #2102 Driffill 5.75 hrs./183 days	12/31/2021
Garcia, Denise V.	Paraeducator III, Position #6732 Sierra Linda 5.75 hrs./183 days	01/10/2022
Heikes, Geniveve D.	Campus Assistant, Position #3024 McAuliffe 4.0 hrs./180 days	02/11/2022
Hernandez, Jguadalupe	Campus Assistant, Position #9143 Driffill 2.5 hrs./180 days	02/11/2022
Mena, Ana C.	Paraeducator – General Education, Position #10117 Chavez 4.0 hrs./183 days	12/17/2021
Mendez, Brisa E.	Paraeducator – General Education, Position #9808 Curren 4.167 hrs./183 days	01/28/2022
Priskin, Melinda	Payroll Technician, Position #9175 Budget & Finance 8.0 hrs./246 days	02/04/2022
Soto, Rosalva	Paraeducator II, Position #2275 Ritchen 5.75 hrs./183 days	01/24/2022
Valenzuela, Elva L.	Child Nutrition Worker, Position #186 Driffill 5.5 hrs./185 days	01/14/2022
Vasquez, Christian	Maintenance Worker I, Position #5845 Maintenance 8.0 hrs./246 days	02/01/2022
Viveros, Paola	Campus Assistant, Position #6347 Brekke 4.0 hrs./180 days	12/10/2021

CERTIFICATED PERSONNEL ACTIONS

Listed below are recommended Certificated Personnel Actions presented to the Board of Trustees for consideration. The salaries for the individuals employed will be determined, in accordance with the salary regulations of the District.

New Hires

Arnold, David	Speech Therapist	2021/2022 School Year
Cortes, Jorge	School Psychologist	2021/2022 School Year
Roth, Karen	Teacher	2021/2022 School Year
Aldrete, Paulina	Substitute Teacher	2021/2022 School Year
Amezquita, Nancy	Substitute Teacher	2021/2022 School Year
Caixeiro, Deana	Substitute Teacher	2021/2022 School Year
Figuroa, LaRay	Substitute Teacher	2021/2022 School Year
Gallegos, Rosa	Substitute Teacher	2021/2022 School Year
Harrington, Timothy	Substitute Teacher	2021/2022 School Year
Jurado, Victor	Substitute Teacher	2021/2022 School Year
Lee, Rashel	Substitute Teacher	2021/2022 School Year
Macias-Mota, Gabriela	Substitute Teacher	2021/2022 School Year
Pollack, Bruce	Substitute Teacher	2021/2022 School Year
Sykes, Bethany	Substitute Teacher	2021/2022 School Year
Vargas, Maria	Substitute Teacher	2021/2022 School Year
Williams, Bethany	Substitute Teacher	2021/2022 School Year
Zuniga, Flora	Substitute Teacher	2021/2022 School Year

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: February 16, 2022

Agenda Section: Section C: Consent Agenda

Establishment, Abolishment, Increase of Hours, and Reduction of Hours of Positions (Torres/Torres)

Establish

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10649 to be established at Fremont school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9214 to be established at Frank school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9211 to be established at McAuliffe school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 8472 to be established at Lopez school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7962 to be established at Curren school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7926 to be established at San Miguel school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7509 to be established at Drifill school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7467 to be established at McAuliffe school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6375 to be established at Harrington school. This position will be established to update the Paraeducator III

position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6374 to be established at Drifill school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6172 to be established at Drifill school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2906 to be established at Brekke school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2883 to be established at Lopez school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2857 to be established at Frank school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 46 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2683 to be established at Curren school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1956 to be established at San Miguel school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 616 to be established at Brekke school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1953 to be established at Drifill school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 973 to be established in the Special Education department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1805 to be established at Chavez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1942 to be established at Curren school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1874 to be established at Curren school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2060 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2193 to be established at Marshall school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9201 to be established in the Special Education department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2260 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6434 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6717 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6733 to be established at Frank school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7037 to be established at Ramona school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9205 to

be established in the Special Education department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7236 to be established at Ramona school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9213 to be established at Harrington school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 8615 to be established at Ritchen school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9197 to be established at Driffill school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9241 to be established at Lemonwood school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9303 to be established at Chavez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9305 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9307 to be established at Driffill school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9763 to be established at Sierra Linda school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9764 to be established at Frank school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10648 to be established in the Special Education department. This position will be established to update the

Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9776 to be established at San Miguel school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10024 to be established in the Special Education department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10570 to be established at Ritcheen school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10645 to be established at Kamala school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10573 to be established at Ritcheen school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10646 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 10647 to be established at Lemonwood school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 1499 to be established at Sierra Linda school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7238 to be established in the Special Education department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7239 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 7947 to be established at Lopez school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

an eight-hour 183-day Paraeducator – Special Education position number 9711 to be established in the Special Education department. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 8542 to be established at Curren school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 9290 to be established at Ritchen school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2102 to be established at Driffill school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2608 to be established at Frank school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 2275 to be established at Ritchen school. This position will be established to update the Paraeducator II position to the new job description of Paraeducator – Special Education.

a five-hour and forty-five-minute 183-day Paraeducator – Special Education position number 6732 to be established at Sierra Linda school. This position will be established to update the Paraeducator III position to the new job description of Paraeducator – Special Education.

Abolish

a five-hour and forty-five-minute 183-day Paraeducator – General Education position number 7190 to be abolished at Ritchen school. This position will be abolished due to lack of work and to release funds to be used for other needs.

a three-hour and ten-minute 183-day Paraeducator – General Education position number 7194 to be abolished at Sierra Linda school. This position will be abolished due to lack of work.

Increase of Hours

a three-hour 203-day Office Assistant II position number 10169 to be increased to five hours at Lopez school. This position will be increased to provide additional support.

Reduction of Hours

an eight-hour 183-day Health Care Technician position number 2690 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with

different schedule options.

an eight-hour 183-day Health Care Technician position number 2693 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

an eight-hour 183-day Health Care Technician position number 9054 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

an eight-hour 183-day Health Care Technician position number 10271 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

an eight-hour 183-day Health Care Technician position number 10272 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

an eight-hour 183-day Health Care Technician position number 10400 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

an eight-hour 183-day Health Care Technician position number 10401 to be reduced to seven hours in the Pupil Services department. This vacant position will be reduced in hours to provide employees with different schedule options.

FISCAL IMPACT:

Cost for 61 Paraeducators – Special Education: \$74,282 Special Education funds

Cost for 2 Paraeducators – General Education: \$44,467 General funds

Cost for 1 Office Assistant II: \$12,422 General funds

Cost for 7 Health Care Technicians: \$48,748 General funds (ESSER III)

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment, abolishment, increase of hours, and reduction of hours of positions as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section C: Enrichment Agreement

Approval of Amendment #1 to Agreement #21-02, City of Oxnard Recreation and Community Services ASES Contract for the After School Program (DeGenna/Shea)

At the Board meeting of June 2, 2021, the Board of Trustees approved Agreement #21-02 with the City of Oxnard to provide a high quality after school program at each school site in Oxnard School District, in the amount not to exceed \$2,750,000.00.

Amendment #1, in the amount of \$5,030,000.00, provides an increase in staff, staff salaries, and extends the length of the agreement through the end of the 2023 school year. The increase in staff will add a full time Recreation Leader III as a site coordinator for each of our 20 afterschool programs. This position change will support Oxnard School District in providing a comprehensive expanded learning program.

FISCAL IMPACT:

Not to exceed \$5,030,000.00 - After School Education and Safety (ASES) Grant.
(increase to 2021-2022: \$200,000.00 and 2022-2023: \$4,830,000.00)

RECOMMENDATION:

It is the recommendation of the Director, Enrichment and Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Amendment #1 to Agreement #21-02 with the City of Oxnard Recreation and Community Services to provide the After School Program for Oxnard School District that meets the requirements of the After School Education and Safety Grant.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(2 Pages\)](#)

[Agreement #21-02, City of Oxnard ASES \(75 Pages\)](#)

AMENDMENT #1 TO OSD AGREEMENT #21-02

FIRST AMENDMENT TO AGREEMENT FOR CONSULTING SERVICES

This First Amendment ("First Amendment") to the Agreement for Consulting Services ("Agreement") is made and entered into in the County of Ventura, State of California, this 17th day of February, 2022 by and between the Oxnard School District ("District") and the City of Oxnard ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties". This First Amendment amends the Agreement entered into on May 18, 2021, by District and Consultant.

The District and Consultant agree as follows:

1. Under the Recitals, Section C; the phrase "for Fiscal Years 2021-2022 (the "Grant")." Is deleted and replaced with "for Year One Fiscal Years 2021-2022, and Year Two Fiscal Years 2022-2023 (the "Grant")."
2. Under the Operative Provisions Section 2-Term of Agreement; the phrase "remain in effect from July 1, 2021 to and including June 30, 2022 (the "Term")" is deleted and replaced with "remain in effect from July 1, 2021 to and including June 30, 2023 (the "Term")."
3. Under the Operative Provisions Section 4-Compensation and Method of Payment; the phrase "the total compensation for the Primary Services, including reimbursement for actual expenses, shall not exceed Two Million Five Hundred Thousand Dollars (\$2,500,000.00) and "Additional Services" not to exceed Two Hundred Fifty Thousand (\$250,000.00) payable through reimbursement as outlined in Exhibit A-0 and Exhibit B" is deleted and replaced with "the total compensation for Year One Primary Services, including reimbursement for actual expenses, shall not exceed Two Million Seven Hundred Thousand Dollars (\$2,700,000.00) and "Additional Services" not to exceed Two Hundred Fifty Thousand (\$250,000.00); the total compensation for Year Two Primary Services, including reimbursement for actual expenses, shall not exceed Four Million Eight Hundred and Thirty Thousand Dollars (\$4,830,000.00) payable through reimbursement as outlined in Exhibit A-0 and Exhibit B. "
4. In Exhibit A-0, Section I.F-Responsibilities; section I.F.1 is deleted in its entirety and replaced with the following:
 1. Staff each school site to meet the 20:1 ratio with the following understanding:
 - a. The Recreation Supervisor will work year round (12 months/year) and be responsible for the oversight of the program, records, employee management, and communication between the City and the School District. The Recreation Supervisor will also to the best of their ability ensure all requirements are met and if necessary communicate any conflicts to the School District in a timely manner. This employee is not considered part of the 20:1 ratio.
 - b. The Recreation Coordinators will work year round (12 months/year) and be responsible for the planning, training, and execution of the assigned Afterschool Program components. The Recreation Coordinators are to ensure the site coordinators have all necessary materials to run the daily operations, schedule substitutes as needed, and in the absence of the Recreation Supervisor may assist in those duties. These employees are not considered part of the 20:1 ratio.
 - c. The Recreation Leader III (site coordinator) shall work year round (12 months/year) and run the daily operations of the program and support staff working directly with students. The site coordinator position shall address the administrative responsibilities of the program. The coordinator taking a group is the exception and not the rule.
 - d. The Afterschool Site Leader shall assist the site coordinator with the daily operations of the program and provide additional support to staff working directly with students.

The site coordinator position shall address the administrative responsibilities of the program. The Site Leader may be responsible for a group except when the site coordinator is absent. In the absence of the site coordinator, the site leader is responsible for daily operations.

- e. Afterschool Instructors (lead staff) are defined as the staff working with the groups of students during the program. Lead staff will have a group that does not exceed the 20:1 ratio and provide activities they have received at the monthly training.

5. As so amended, the Agreement remains in full force and effect.

OXNARD SCHOOL DISTRICT:

CITY OF OXNARD:

Lisa A. Franz, Director, Purchasing

John Zaragoza, Mayor

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: 95-6000756

ATTEST:

Rose Chaparro, City Clerk

APPROVED AS TO FORM:

APPROVED AS TO INSURANCE:

Stephen M. Fischer, City Attorney

Michael More, Risk Manager

APPROVED AS TO CONTENT:

Terrel Harrison, Cultural & Community Services Director

APPROVED AS TO AMOUNT:

Alexander Nguyen, City Manager

OXNARD SCHOOL DISTRICT

Agreement #21-02

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“**Agreement**”) is entered into as of this 5th day of May, 2021 by and between the Oxnard School District (“**District**”) and the City of Oxnard (“**Consultant**”). District and Consultant are sometimes hereinafter individually referred to as “**Party**” and hereinafter collectively referred to as the “**Parties**.”

RECITALS

- A. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services (defined below), as defined and described particularly on Exhibit A-0, Exhibit A-1, Exhibit A-2 and Exhibit A-3, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by District to perform the Services.
- C. The California Department of Education has awarded District a grant through the After School Education and Safety (ASES) Program for Fiscal Years 2021-2022 (the “**Grant**”).
- D. One way in which District desires to use the Grant is to fund local after school education and enrichment programs through retaining Consultant to perform the Services.
- E. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the Parties agree as follows:

- 1. **Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- 2. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from July 1, 2021 to and including June 30, 2022 (the “**Term**”). This Agreement may be extended only by a written amendment, signed by the Parties, prior to the expiration of the Term.
- 3. **Time for Performance.** The scope of services set forth in Exhibit A-0, Exhibit A-1, and Exhibit A-3 shall be completed during the Term pursuant to the schedule specified Exhibit A-0 (the “**Primary Services**”). Consultant may also, at its election, agree to provide additional services, at District’s request and only with District’s prior written authorization (the “**Additional Services**”). Should Consultant renders any Additional Services without District’s prior written authorization, District shall not be obligated to pay for such services. Any such Additional Services shall be completed in accordance with Exhibit A-2 during

the Term pursuant to the schedule specified in **Exhibit A-0**. For purposes of this Agreement, the Primary Services and Additional Services shall collectively be referred to as the “**Services**.” Should the Services not be completed pursuant to the schedule specified in **Exhibit A-0**, Consultant shall be deemed to be in Default as provided below. District shall agree to revise the schedule specified in **Exhibit A-0** when Consultant’s delay is caused by the action or inaction of District and Consultant promptly notifies District of such delay. District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services. If the amount of the Grant or ASES Program is modified, Consultant and District agree to amend **Exhibit A-0** as it relates to funding levels, services and expectations.

4. **Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** for the Services. The total compensation for the Primary Services, including reimbursement for actual expenses, shall not exceed Two Million Five Hundred Thousand Dollars (\$2,500,000.00) and “Additional Services” not to exceed Two Hundred Fifty Thousand (\$250,000.00) payable through reimbursement as outlined in Exhibit A-0 and Exhibit B. If the amount of the funding is modified, the Parties agree to amend the costs accordingly through written amendment.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. All work invoiced under this contract shall be work directly related to this agreement. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. The final invoice may include a fixed administrative fee not to exceed \$45,000.00. Sub-consultant charges, if any, shall be detailed by the following: categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) calendar days of receipt of Consultant’s correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) calendar days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) calendar days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant’s work under this Agreement, either during performance or when within sixty (60) work days after submitted to District. If District does not reject work by a timely written explanation, Consultant’s work shall be deemed to have been accepted. District’s acceptance shall be conclusive as to such work

except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. District shall provide written notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The written notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) work days, but may be extended, though not reduced, at the discretion of District. During the period of time that Consultant is in default, District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, District may terminate this Agreement as provided above. Any failure on the part of District to give notice of the Consultant's default shall not be deemed to result in a waiver of District's legal rights or any rights arising out of any provision of this Agreement. Notwithstanding the foregoing, Consultant shall not be deemed to be in default if its failure to perform any Services or comply with any provisions of this Agreement results solely from the action or inaction of District.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any of the Services pursuant to this Agreement (collectively and individually, the "Documents") shall become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance as set forth in paragraph 12 of this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of Services pursuant to this Agreement for a minimum of three (3) years after termination or expiration of this Agreement, or longer if required by law.

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three (3) years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the Services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) work days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

a. The personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of Services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this Agreement.

b. If Consultant becomes aware that any person employed by or volunteering with Consultant in connection with the Services has been arrested or convicted of a violent or serious felony listed in Penal Code Section 667.5(c) or 1192.7(c), then Consultant must immediately remove said employee or volunteer from the performance of the Services, prevent the employee or volunteer from interacting with District students, and notify District. District retains the right to prohibit any such employee from participating in the program or having access to students or the program site.

c. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all Services described herein. In meeting its obligations under this Agreement, Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential, but only to the extent such information is not considered a public record for purposes of federal or state law. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of District, except as may be required by law.

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any Party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any of its officers or employees, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of Services under this Agreement. Consultant further covenants that in the performance of this Agreement,

no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a “designated employee” must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it does not qualify as a “designated employee”.

 (Initials)

c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a “designated employee” and should be filing financial interest disclosures, but has not been required to do so by the District.

 (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

 (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or Services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Trustees of the District. Any attempted assignment shall be ineffective, null and

void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of District. Consultant shall be as fully responsible to District for the acts and omissions of its Subcontractors, and of persons either directly or indirectly employed by Consultant, as if the acts and omissions were performed by Consultant directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant's staff and subcontractors, if any, assigned to perform the Services required under this Agreement.

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing Services under this Agreement.

b. Consultant shall notify District of any changes in Consultant's staff and subcontractors, if any, assigned to perform the Services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the Services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

c. Consultant shall maintain a database of prospective employees in order to avoid a gap in filling intended positions.

21. **Assumption of Responsibility.** In accordance with Consultant's obligations under paragraphs 11, 12, 19, and 20 herein, Consultant assumes all responsibility for the care, custody, and control of students participating in any activity, whether on-site or off-site, offered in connection with the Services.

22. **Indemnification.**

a. Consultant's Indemnity Obligation.

To the fullest extent permitted by California law, Consultant shall at its sole expense indemnify, protect, defend and hold harmless District, its officers, agents, employees, elected board members, and volunteers from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury (including, but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation), death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the performance of this Agreement by Consultant or by any individual or entity for which Consultant is legally liable, including but not limited to officers, agents, employees or sub-contractors of Consultant. The provisions of this indemnification do not apply to any damage or losses caused by the sole negligence or willful misconduct of District, its officials, elected board members, employees, and volunteers, or claims caused by dangerous conditions of District real property which arose out of acts or failure to act by District. Except as specifically provided in this Agreement, in

no event shall Consultant be liable in contract or tort for any special, consequential, indirect, or incidental damages, including but not limited to lost profits, arising out of or in connection with this Agreement.

Consultant agrees to obtain executed indemnity Agreements with provisions identical to those set forth here in this section from each and every sub-contractor or any other person or entity involved by, for, with or on behalf of Consultant in the performance of this Agreement. In the event Consultant fails to obtain such indemnity obligations from others as required here, Consultant agrees to be fully responsible according to the terms of this section. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. This obligation to indemnify and defend District as set forth here is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement.

 (Initials)

b. District's Indemnity Obligation.

To the fullest extent permitted by California law, District shall indemnify, protect, defend and hold harmless the Consultant and any and all of its officials, city council members, employees and agents from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury (including, but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation), death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the performance of this Agreement by District or by any individual or entity for which District is legally liable, including but not limited to officers, agents, employees or sub-contractors of District or that arises out of or is in any way directly attributable to the alleged existence of dangerous conditions on District real property during the operation of the program contemplated hereunder. The provisions of this indemnification do not apply to any damages or losses caused by the sole negligence or willful misconduct of Consultant, its officials, elected council members, employees, agents, or program participants. Except as specifically provided in this Agreement, in no event shall District be liable in contract or tort for any special, consequential, indirect, or incidental damages, including but not limited to lost profits, arising out of or in connection with this Agreement. This obligation to indemnify and defend Consultant as set forth here is binding on the successors, assigns or heirs of District and shall survive the termination of this Agreement.

_____ (Initials)

23. **Insurance.** District acknowledges that Consultant is self-insured against workers' compensation claims in accordance with Labor Code section 3700(b) and that Consultant is self-insured for general liability claims in accordance with Government Code sections 989 and 990. To the extent applicable, Consultant will provide to District evidence of self-insurance coverage for the types and amounts of insurance set forth on Exhibit C hereto.

24. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030

Attention: Lisa A. Franz
Phone: (805) 385-1501 x2414
Fax: (805) 240-7582

To Consultant: City of Oxnard Recreation and Community Services
305 W. 3rd St., First Floor West Wing
Oxnard, California 93030
Attention: Terrel Harrison
Phone: (805) 385-7993
Email: Terrel.Harrison@oxnard.org

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) work days after deposit of the same in the custody of the United States Postal Service.

25. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

26. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

27. **Administration.** The Assistant Superintendent, Educational Services, or designee, shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing has completed **Exhibit D** attached hereto.

28. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.

29. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the Parties in connection with the matters covered herein. This Agreement supersedes any prior understanding or agreement, oral or written, of the Parties with respect to said matters.

30. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by Consultant and by District. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

31. **Waiver.** Waiver by any Party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any Party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

32. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the Parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

33. **Dispute Resolution**

Any disputes arising from this Agreement shall be resolved using the dispute resolution process described below.

The Party initiating the dispute resolution process shall prepare and send to the other Party a notice of dispute that shall include the following information: (1) a statement of the facts of the dispute, including information regarding the Party's attempt to resolve the dispute; (2) the specific sections of the Agreement that are in dispute; and (3) the specific resolution sought by the Party. Within fourteen (14) calendar days from receipt of the notice of dispute, representatives of the Parties shall meet in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute, the Party initiating the dispute resolution process shall notify the other party (the responding party) in writing and the Parties shall agree on a mediator within fourteen (14) calendar days. If the Parties cannot mutually agree to a mediator, the Parties shall make a joint request of the State Mediation and Conciliation Service of the California Department of Industrial Relations ("SMCS") for a list of five (5) qualified mediators. The Parties shall select a neutral arbitrator from the SMCS list by striking one name from the list in succession until only one name remains. The mediation procedure shall be informal in nature; however, the Parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the Parties.

Either Party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process. Except for such an action to obtain equitable relief, neither Party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session.

34. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

IN WITNESS WHEREOF, District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

[SIGNATURES ON FOLLOWING PAGE]

OXNARD SCHOOL DISTRICT:

Lisa A. Franz
Lisa A. Franz, Director, Purchasing

6-7-2021
Date

Tax Identification Number: 95-6002318

CITY OF OXNARD:

John Zaragoza
John Zaragoza, Mayor

5-18-21
Date

Tax Identification Number: 95-6000756



ATTEST:

R. Chaparro 5/18/2021
Rose Chaparro, City Clerk

APPROVED AS TO FORM:

Stephen M. Fischer 5/18/2021
Stephen M. Fischer, City Attorney

EXHIBIT A-0
TO AGREEMENT FOR CONSULTANT SERVICES

I. Consultant will perform services required by District in connection with its After School Education and Safety (ASES) Program, and specifically agrees to provide the following services under the captioned agreement:

A. Attendance:

1. Elementary students should participate every day the program operates.
2. Intermediate students should participate a minimum of nine hours and three days per week.
3. Efforts will be made to maintain consistency of attendance with the intent to reduce the turnover in enrollment.
4. Early release waivers will be used for all students recurring late start or early program release (i.e. late start for tutoring and early release for catechism or sports).
5. No early release waiver shall be approved if as a result, the child will attend less than one and one half hours of after school programming.
6. Students who leave the program early with an excused reason (i.e., sick, doctor's appointment) shall have it noted on the sign out sheet and have back up documentation filed with each month's attendance.
7. The Consultant shall agree to meet the minimum attendance required by the ASES Grant.

B. Assurances

1. Provide an academic and enrichment after school program in each grant funded school.
2. To plan the program through a collaborative process that includes parents, youth, representatives of participating school sites, governmental agencies, local law enforcement, community organizations and the private sector.
3. Hire staff, based on the 20-1 ratio required by grant funding, including a site coordinator, project supervisory staff and provide payroll services for Consultant employees.
4. Operate each program from the end of the school day until 6:00 PM every regular school day or for a minimum of three hours after school dismissal.
5. When agreed upon and coordinated between Consultant and District, provide a program for non-school calendar days (i.e., weekends, vacations).
6. When agreed upon and coordinated between the Consultant and District, will provide services for Supplemental Grants with compensation being reimbursed for expenses agreed upon in advance not to exceed the per pupil amount funded by the grant. As used herein, a "Supplemental Grant" means a grant project outside of District's After School Education and Safety Core Grant.
7. Provide program assessment results to District for the annual evaluation. Evaluation tools such as Quality Self-Assessment Tool (QSAT) or other measures of program evaluation as suggested by the California Department of Education –

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After School Division and/or California After-School Network. Documentation needs to happen quarterly for the Federal Program Monitoring Process (FPM).

8. Assist and maintain organized information for Federal Program Monitoring (FPM) at each site. The documentation needs to be submitted quarterly.
9. All food offered to students will conform to the nutrition standards as established by the U.S. Department of Agriculture (low fat content, calories, no candy or soda). Reimbursable Snack Logs will be submitted to District Food Services to ensure proper documentation for the State and Federal Food Program. Reporting also includes electronic input of total snacks served in Zangle-Food Services module.

C. Professional Development

1. Provide training for after school program staff and include the District Director of Enrichment and Special Programs, and as appropriate, include staff of collaborating organizations.
2. Attend Region 8 Program Directors and Network Meetings on a quarterly basis.
3. Professional Development-All Staff:
 - a. All staff participates in quarterly professional development provided by District and Consultant on the topics of Positive Behavior Intervention Support, English Learner Strategies, technology, Depth of Knowledge and inquiry strategies, Common Core State Standards, Smarter Balanced Assessment Consortium, STEM/STEAM, communication skills and other topics to align the After School Program with the regular day throughout course of the academic school year.

D. Participate in monthly trainings to receive lessons and materials for the upcoming month. Meetings will be a minimum of three hours. Trainings will be coordinated by Consultant and District.

1. Site Coordinator meetings shall be held once a month to review the training received by other staff, receive training on the Continuous Quality Improvement to assist with site goals and objectives and plan collectively for activities.
2. Professional Development-Math staff
 - a. Participate in two full day trainings before the start of school conducted by District approved provider as per agreement with District.
 - b. Participate in monthly trainings to receive lessons and materials for the upcoming month. Training will be three hours.
3. Professional Development – Literacy staff
 - a. Participate in two full day trainings before the start of school conducted by District approved provider as per agreement with District.
 - b. Participate in monthly trainings to receive lessons and materials for the upcoming month. Training will be three hours.
4. Professional Development – Arts/Special Enrichment staff
 - a. Participate in two full day training before the start of school conducted by District approved provider as per agreement with District.
 - b. Participate in monthly trainings offered by District, District approved provider, and/or Consultant. Training will be between three hours.
5. Professional Development – Engineering is Elementary (EIE)

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- a. Participate in two full day trainings before the start of school conducted by District approved provider as per agreement with District.
 - b. Participate in monthly trainings to receive lessons and materials for the upcoming month. Trainings will be three hours.
6. Professional Development – Physical Fitness/Recreation Staff
- a. Participate in monthly trainings as offered by the Consultant.
 - b. Training topics include, but not limited to: physical fitness, self-esteem and nutrition.

E. Risk Management

1. Provide background clearance through the police department and TB tests and provide monthly reports of all employees who have received clearance for employment.
2. Provide a copy of insurance documents, which verify coverage for District.
3. Clear outside contractors and events through the District Risk Management Department. This shall occur at least 30 days prior to service or event.
4. Clear all activities and enrichment courses, including flyers and advertisements, through District Risk Management Department and District Administration to ensure proper safety procedures are in place according to District timelines. This shall occur at least 30 days prior to service or event.
5. Clear all fundraisers through District Risk Management Department and District Administration to ensure compliance with Board Policies. This shall occur at least 30 days prior to service or event.
6. Participate in school wide emergency drills and learn the protective procedures at each school site.

F. Responsibility

1. Staff each school site to meet the 20:1 ratio with the following understanding:
 - a. The site coordinator is to run the daily operations of the program and support staff working directly with students. The site coordinator position is to address the administrative responsibilities of the program. The coordinator taking a group is the exception and not the rule.
 - b. Lead staff are defined as the staff working with the groups of students during the program. Lead staff will have a group that does not exceed the 20:1 ratio and provide activities they have received at monthly trainings.
2. Report attendance and activities weekly by Wednesday of each week for the previous week.
3. Work with District to establish and maintain partnerships with community agencies.
4. Provide student learning and enrichment materials above and beyond materials already purchased by District.
5. Participate in collaboration activities with other participating organizations.
6. Vacate learning areas within each school in the same or better conditions as they were found.
7. When hiring, preference will be given to District employees as appropriate; however, final decision of hiring personnel is the Consultant's.

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8. Include the Common Core State Standards and strategies for English Learners and Special Education students in lessons.
9. Include feedback from the after school administrator and site principal when evaluating employees.
10. Submit a use of facility permit to the Facilities Department at District.
11. Meet weekly with District administrator.
12. Provide documentation of matching funds.
13. Operate the Program in accordance with the conditions set forth in this Exhibit A-0, Exhibit A-1 and Exhibit A-3.
14. Operate the Program in accordance with the conditions set forth in Exhibit A-2, if applicable pursuant to Section 3 of this Agreement.
15. Report any unsafe physical conditions of the facilities or grounds in the after-school activity areas to the Facilities Department at District immediately.
16. Field trips may take place during the program. The District must approve field trips in writing in advance. The City staff will be responsible for the supervision, permission slips and other details relating to the field trip.

II. Supplemental Programming

- a. Supplemental programming is defined as activities outside of the 180 days school is in session.
- b. Supplemental Programs must be approved in advance by written request.
- c. Student ratio not to exceed 20:1.
- d. Field trips may take place during the program. The District must approve field trips in writing in advance. The City staff will be responsible for the supervision, permission slips and other details relating to the field trip.

III. The Oxnard School District agrees to:

- A. Provide consistent, adequate and safe space for after school groups and activities after school each day in the schools with After School Education and Safety (ASES) Grants (including classrooms, cafeteria, restrooms, and playground).
- B. Provide a District administrator to coordinate and collaborate with the Consultant's Recreation and Community Service's Oxnard Scholars Program.
- C. Provide a staff member to help create an academic link between the After School Program and the regular school day—reporting language arts and math assessment results to the After School program and reporting the after school results to the regular classroom teachers.
- D. Provide professional development to aid in the aligning the After School Program with the regular school day (Math, Literacy, Arts/Special Enrichment, and Physical Fitness and Nutrition).
- E. Provide consistent access to the computer lab and library.
- F. Provide daily nutritional snack and/or meal through the federal free and reduced lunch program.
- G. Provide daily custodial services.
- H. Submit required attendance, fiscal and evaluation reports to the State of California.
- I. Provide office space/station with access to phone, computer, printer and internet access.
- J. Provide Access to Q.

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- K. Notwithstanding Consultant's obligations contained in Exhibit A-3, administer medication to students participating in ASES Program in compliance with federal and California law.
- L. Perform those actions set forth in Exhibit A-3.

IV. As part of the Services, Consultant will prepare and deliver the following tangible work products to District:

- A. Certificates of insurance and additional insured endorsements for 2019-2020, as described in Exhibit C, or a letter evidencing participation in an alternative risk management program, including participation with other public agencies in mutual, cooperative, or risk management programs available through joint exercise of powers agencies to the extent that such alternative risk management program affords reasonable coverage for the risks contemplated hereunder giving consideration to similar programs or plans adopted by public entities in the State of California.
- B. Evidence that employees have met the No Child Left Behind (NCLB) requirements.
- C. Monthly employee list certifying all have cleared TB and Fingerprint screenings.
- D. Weekly attendance and activity reports.
- E. Food Service Reimbursable Snack Logs and Q Meal Summary electronic report which meet the requirements of the federal free and reduced lunch program.
- F. Evidence that Consultant's employees and volunteers have complied with the fingerprinting and training requirements required by this Agreement.

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V. During performance of the Services, Consultant will keep District apprised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY	DUE DATE
A. Weekly attendance report (reported).	Each Wednesday by Noon
B. Monthly Q attendance report and Q Reimbursable Snack-Food Services meal summary report for each school (confirmed).	15th of each month
C. Monthly activity reports for each school, including trainings, lesson plans and examples of student work (Digital Format).	15th of each month
D. Monthly expenditure reports, including salaries for employees, supplies, trainings and Administrative costs.	30th of each month for the previous month

VI. Consultant will utilize the following personnel to accomplish the Services:

None.

See attached list. **(To be provided prior to the 1st day of school)**

VII. Consultant will utilize the following subcontractors to accomplish the Services (check one):

None.

See attached list.

VIII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above.

EXHIBIT A-1
General Provisions

Consultant agrees to operate the ASES Program (“**Program**”) in accordance with the following general provisions:

1. **Field Trips.** Consultant may offer Program field trips, provided that Consultant obtains advance authorization from District, obtains advance written parent/guardian authorization, and complies with transportation policies approved by District. Consultant shall use its own permission, release, and waiver forms, provided that such forms shall provide for a release of claims against District by providing for a release of “any involved municipalities or public entities and their respective agents and employees.”
2. **Parent/Guardian Visits:** To the extent allowed by applicable law, Consultant shall provide for reasonable parent/guardian access to District facilities being used by Consultant during the Program. Consultant shall ensure that parent/guardian visits are in accordance with any applicable court orders.
3. **Late Pick Up Policy:** Consultant shall develop a reasonable late pick-up policy. The policy must be in writing and approved in advance by District. If Consultant fails to provide a late pick-up policy, the following policy shall apply. If a student has not been picked up by an authorized adult within ten (10) minutes after the Program closing time, Consultant’s staff shall call the emergency contacts for that student. If Consultant’s staff person has not been able to reach the student’s authorized adult within twenty (20) minutes past closing time, Consultant shall contact the Program director, the police, and social services for assistance. Consultant is fully responsible for properly implementing the policy. Irrespective of whether Consultant develops and implements an approved late pick-up policy or adopts the policy set forth herein, Consultant warrants that at least two (2) staff persons will remain present at closing time to supervise the students until the last child is in the custody of an authorized adult, or, if necessary, the police and social services.
4. **Reportable Incidents:** If any student suffers an injury requiring medical attention during the Program, then Consultant shall immediately inform District by telephone, text, or email, and provide a written incident report to District within twenty-four (24) hours of the incident. If Consultant becomes aware of circumstances indicating the actuality or possibility of mandated reporting (including but not limited to allegations of physical, emotional, or sexual abuse, or allegations of neglect), involving any student in the Program, then Consultant shall comply with all mandated reporting requirements under California law. Consultant shall inform District immediately and shall also provide a written report of the circumstances to District within twenty-four (24) hours of becoming aware of the circumstances. Consultant assures District that all Consultant staff members, including volunteers, are familiar with child and dependent adult abuse reporting obligations and procedures under California law.
5. **Emergencies/ Disasters:** Consultant shall develop a reasonable disaster/emergency policy. The policy must be in writing and approved in advance by District. If Consultant fails to provide a reasonable disaster/emergency policy, the District’s emergency/disaster policy

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shall apply. Consultant is fully responsible for properly implementing the policy, including but not limited to ensuring that all staff members at each site are appropriately trained in the policy, maintaining at least two (2) staff members at each site who are CPR trained, and confirming that staff members are properly instructed to access disaster preparedness kits.

6. Unauthorized Persons: In the event that Consultant's staff discovers that any unauthorized person (including but not limited to minors who are not enrolled in the Program and not otherwise entitled to be on District property; unauthorized adults, including parents who are forbidden by court order from accessing students; and any other trespassers) is on District's property during the operation of the Program, Consultant's staff shall take immediate action to ensure the safety of all Program students, including, as necessary, seeking assistance from local authorities. Consultant's staff shall immediately notify the Director, Enrichment and Special Programs at District of the incident and provide a written report of the incident to District within twenty-four (24) hours.

7. District Facilities and Equipment: Consultant's use of District facilities and equipment shall be limited to those uses reasonably necessary for the operation of the Program. Consultant shall use District's facilities and equipment with care, leaving each space clean and organized at the end of each Program day. Consultant shall not permit any third parties not affiliated with the Program to use District's facilities and equipment. Consultant shall replace or repair any District facilities or equipment damaged by Program staff or participants, or third parties that Consultant permitted to use the facilities or equipment. Consultant shall not install equipment or fixtures at District facilities without District's prior written consent.

EXHIBIT A-2
SPORTS – HEALTH AND SAFETY

Consultant agrees to operate Program sports in accordance with the following provisions.

1. General Requirements for Consultant’s Program Coaches

a. Satisfaction of Program staff requirements. Consultant agrees that its coaches, paid and unpaid, shall satisfy the requirements for all Program staff, including, but not limited to, requirements pertaining to employee qualifications, experience, and background checks.

b. Additional requirements. Consultant further agrees that, prior to coaching a Program sport, its coaches shall have training that includes development of coaching philosophies consistent with District goals; basic knowledge of sport psychology, pedagogy, physiology, and management; training in CPR and first aid; and general information about statewide rules and regulations regarding, at minimum, eligibility, equity, and discrimination. Moreover, as set forth in more detail below, Consultant’s coaches shall receive training in specific health and safety issues, including, but not limited to, concussion, sudden cardiac arrest, heat illness, methicillin-resistant staph aureus, performance enhancement drugs, and event emergencies. Consultant shall have satisfied these requirements if Consultant provides its coaches with the information provided in the exhibits to this Agreement and any additional information provided by District to Consultant.

2. General Requirements for Student Eligibility in Program Sports

a. Medical clearance. Consultant shall ensure that, prior to trying out for, practicing for, and participating in a Program sport, every student obtains a medical clearance from a health care provider who is fully licensed in the State of California. The medical clearance shall be pursuant to a physical exam with medical history, which includes, but is not limited to, review of any previous heat illness, cardiac disease, sickle cell trait, medication and supplement use, and type of training activities. Consultant may provide students with or otherwise require students to utilize the Preparticipation Physical Evaluation form and accompanying Clearance form, prepared by the California Interscholastic Federation (“CIF”), and attached hereto as Exhibit A-2(i) (or any updated forms). Consultant shall retain a copy of all medical clearances for a period of at least three (3) years, and, upon District’s request, provide the copies to District.

b. Adherence to recommendations. Consultant agrees to require its coaches to review and abide by any and all medical restrictions and recommendations listed in each student’s medical clearance form. Consultant acknowledges that a student’s medical clearance may be rescinded or altered by the health care provider due to changed conditions, in which event Consultant agrees to be bound by the revised restrictions or recommendations.

c. Current illness or injury. For the health and safety of all Program participants, Consultant shall permit any student who is reasonably known or observed to have an active febrile or gastrointestinal illness to participate in Program sports until such time the affected student has recovered from the illness and provided Consultant with a written medical clearance. Consultant shall not permit any student who is reasonably known or observed to have an injury (except minor injuries, such as minor cuts or abrasions) to participate in Program sports without written medical clearance.

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d. Sign In and Sign Out Sheet. Consultant must provide a sign-in and sign-out sheet for all Program sports activities, including tryouts, practices, and games, that includes, at minimum, the date, student's name, time of sign-in and time of sign-out, and name of authorized adult who signed out the student. All students and/or guardians must use the sheet to sign in and out of all Program sports.

e. Off-site Sports Activities. Consultant may offer off-site sports activities, provided that Consultant obtains advance authorization from District, obtains advance written parent/guardian authorization, and complies with transportation policies approved by District. Consultant shall use its own permission, release, and waiver forms, provided that such forms shall provide for a release of claims against District by providing for a release of "any involved municipalities or public entities and their respective agents and employees."

3. Concussions

Consultant agrees to adhere to the following standards regarding concussions and serious head injuries.

a. Coaches – requirements prior to coaching

i. As a prerequisite to coaching any Program sport, Consultant's coaches shall receive training on concussions and provide proof of such training to Consultant. The training can be completed through the free, online course "Concussions in Sports" (or any updated course) which is available through the National Federation of State High School Associations website. As proof of training, Consultant's coaches shall download and print their certificate at the completion of the course, and, provide a copy of the certification to Consultant.

ii. Consultant's coaches shall receive concussion training at least once a year.

iii. Consultant shall retain a copy of all certifications for a period of at least three (3) years, and, upon District's request, provide a copy to District.

b. Students – requirements prior to participation

i. As a prerequisite to a student beginning practice or competition in any Program sports activity, the student and the student's parent or guardian shall review and sign a concussion and head injury information sheet. Consultant shall provide the concussion and head injury information sheet, the form and content of which shall be subject to District's prior approval. Consultant may use the "Concussion Information Sheet" prepared by CIF, which is attached hereto in English and Spanish as Exhibits A-2(ii) and A-2(iii), respectively (or any updated forms).

ii. Students and student parents/guardians shall complete a new concussion and head injury information sheet each year.

iii. Consultant shall make two (2) copies of each signed concussion information sheet. Consultant shall return the first copy to the student's parent or guardian. Consultant shall retain the second copy for a period of at least three (3) years, and, upon District's request, provide the copies to District.

c. Coaches – requirements if student may have sustained concussion

i. Consultant shall immediately remove from competition, whether in practice or a game, any student who is suspected of sustaining a concussion or head injury, and seek emergency medical attention for the student.

ii. Consultant shall follow all other medical procedures in this Agreement, including, but not limited to, contacting the student’s parent or guardian, and completing the requisite incident forms.

d. Students – requirements for participation after suspected concussion

i. A student who has been removed from play due to a suspected concussion or head injury may not participate in any Program sports until the student has (A) been evaluated by a health care provider who is fully licensed in the State of California and trained in the evaluation and management of concussions, and (B) received written medical clearance to return to play from that health care provider. Consultant may request that students use the Acute Concussion Evaluation form, attached hereto as Exhibit A-2(iv).

ii. In no event shall a student return to practice or competition in a Program sport on the same day that the student was suspected of sustaining or having a concussion or other head injury.

iii. Subsequent to the student’s suspected head injury, Consultant agrees to enforce the health care provider’s recommendations and restrictions regarding the student’s participation in Program activities, and to continue to monitor the student for any further signs or symptoms of a concussion or other head injury.

iv. Consultant agrees to maintain copies of any written medical clearances pertaining to a suspected concussion or other head injury for a period of at least three (3) years, and, upon District’s request, provide the copies to District.

4. Sudden Cardiac Arrest (“SCA”)

Consultant agrees to adhere to the following standards regarding SCA, which is the sudden and unexpected loss of heart function and among the leading causes of death for student athletes.

a. Coaches – requirements prior to coaching

i. As a prerequisite to coaching any Program sport, Consultant’s coaches shall receive training on SCA and provide proof of such training to Consultant. The training can be completed through the free, online course “Cardiac Wise” (or any updated course), which is available through the CIF website. As proof of training, Consultant’s coaches shall download and print their certificate at the completion of the course, and, provide a copy of the certification to Consultant.

ii. Consultant’s coaches shall receive SCA training at least once a year.

iii. Consultant shall retain a copy of all certifications for a period of at least three (3) years, and, upon District’s request, provide the copies to District.

b. Students – requirements prior to participation

i. As a prerequisite to a student beginning practice or competition in any Program sport, the student and the student’s parent or guardian shall review and sign an SCA information sheet. Consultant shall provide the SCA information sheet, the form and content of which shall be subject to District’s prior approval. Consultant may use the SCA information sheet “Keep Their Heart in the Game – a sudden cardiac arrest information sheet for athletes and parents/guardians” prepared by CIF, a sample of which is attached as Exhibit A-2(v) (or any updated form).

ii. Students and student parents/guardians shall complete a new concussion and head injury information sheet each year.

iii. Consultant shall make two (2) copies of each signed information sheet. Consultant shall return the first copy to the student’s parent or guardian. Consultant shall retain the second copy for a period of at least three (3) years, and, upon District’s request, provide the copies to District.

c. Coaches – requirements if student faints

i. Consultant shall immediately remove from competition, whether in practice or a game, any student who exhibits fainting, which is the main warning sign of a potential heart condition. Consultant shall then seek emergency medical attention for the student.

ii. Consultant shall follow all other medical procedures in this Agreement, including, but not limited to, contacting the student’s parent or guardian, and completing the requisite incident forms.

d. Students – requirements for participation after suspected SCA event

i. A student who has been removed from play due to a suspected SCA event may not participate in any Program sports until the student has (A) been evaluated by a health care provider who is fully licensed in the State of California and trained in the evaluation and management of SCA, and (B) received written clearance to return to play from that health care provider.

ii. In no event shall a student return to practice or competition on the same day that the student was suspected of having an SCA event.

iii. Consultant agrees to enforce the health care provider’s recommendations and restrictions regarding the student’s participation in Program activities, and to continue to monitor the student for any further signs or symptoms of SCA.

iv. Consultant agrees to maintain copies of any written medical clearances, and, upon District’s request, provide the copies to District.

5. Heat Illness

Consultant agrees to adhere to the following standards regarding heat illness.

Not Project Related

Project #21-02

a. Coaches – education about heat illness prevention. Consultant agrees to require its coaches to obtain training about the prevention of heat illness in students participating in athletics at least once a year. The training may be completed through the free, online course “A Guide to Heat Acclimatization and Heat Illness Prevention” (or any updated course), which is available through the CIF website.

b. Preventative Measures. Consultant’s coaches shall endeavor to decrease the likelihood of Program students suffering heat illness by taking preventative measures, including, but not limited to:

i. educating students participating in Program sports to arrive at practice or competition well-hydrated;

ii. instructing students to stay hydrated in between practices;

iii. educating students to avoid drinks which dehydrate the body, such as drinks containing stimulants such as ephedrine or high amounts of caffeine;

iv. providing water or sports drinks to students during practice and competition, and providing students with water breaks at least every thirty (30) to forty-five (45) minutes;

v. allowing adequate rest breaks in the shade, and allowing students to remove unnecessary equipment during rest breaks;

vi. if applicable, gradually increasing the intensity and duration of exercise over a seven (7) to fourteen (14) day period in order to give students time to acclimate to practicing in the heat; and

vii. if applicable, introducing protective equipment in phases in order to give students time to acclimate to the additional (*e.g.*, start with helmet, progress to helmet and shoulder pads, and finally progress to full uniform).

6. Methicillin-Resistant Staph Aureus (MRSA)

Consultant agrees to adhere to the following standards regarding MRSA (a type of staph infection that is resistant to many common antibiotics, and which, if left untreated, can be serious or deadly).

a. Coaches – education about MRSA. Consultant shall take reasonable steps to ensure that its coaches are aware of the warning signs, risks, and treatment of MRSA. At minimum, Consultant shall provide its coaches with a copy of the Sports Medicine Alert for Coaches about MRSA, prepared by CIF, and attached hereto as Exhibit A-2(vi), or any updated alert or information sheet.

b. Coaches - preventative measures. Consultant shall require its coaches to adopt precautionary measures to decrease the risk of spreading MRSA, including, but not limited to, recommending that students shower with soap (at home or otherwise) as soon as possible after practices and competitions; instructing students not to share equipment, clothing, towels, or personal grooming items; recommending that students wash their uniforms or sportswear after each use; requiring students to cover all wounds, cuts, and abrasions, especially during practice and competition; and ensuring that all Program

Not Project Related

Project #21-02

sports equipment surfaces (e.g., benches, mats) are cleaned and disinfected on a daily basis, using supplies provided by District.

c. **Coaches – duty to inform students and parents/guardians.** Consultant shall take reasonable steps to inform students participating in Program sports and their parents or guardians about the risks of MRSA, including, but not limited to, providing the students and their parents or guardians with the Sports Medicine Alert for Students, Parents and Guardians about MRSA, prepared by CIF, and attached hereto as Exhibit A-2(vii), or any updated alert or information sheet at least once a year.

7. Performance Enhancement Drugs

Consultant agrees to adhere to the following standards regarding performance enhancement drugs.

a. **Consultant development and implementation of policy.** Consultant shall adopt a policy prohibiting the use and abuse of steroids or other performance enhancement drugs, which policy is subject to District approval. Consultant may adopt District's policy, or use the Steroids Policy Form prepared by CIF and attached hereto as Exhibit A-2(viii) (or any updated form) as a reference in developing its own policy, the form and content of which shall be subject to District's prior approval.

b. **Student and parent/guardian agreement about policy.** The policy shall require that all students participating in Program sports and their parents or guardians to agree in writing that the student will not use performance enhancement drugs except with the written prescription of a licensed physician in order to treat a medical condition.

c. **Annual update.** Students and student parents/guardians shall complete a new performance enhancement drug agreement each year. Consultant agrees to train its coaches on its District-approved performance enhancement drug policy at least once a year.

d. **Copies of agreement.** Consultant shall make two (2) copies of each agreement about the drug enhancement policy. Consultant shall return the first copy to the student's parent or guardian. Consultant shall retain the second copy for a period of at least three (3) years, and, upon District's request, provide the copies to District.

e. **Applicability.** At District's discretion, the requirements of this section, or any portion thereof, may be made applicable only to District's intermediate students (and thereby exempt in whole or part District's elementary students).

Not Project Related

Project #21-02

8. Event Emergency Guidelines

a. Adoption of policy. Consultant shall adopt an event emergency guideline protocol for all sporting events. The protocol shall be subject to District approval, which shall be unreasonably withheld. Consultant may adopt District's event emergency protocol or use the Event Emergency Guidelines prepared by CIF and attached hereto as Exhibit A-2(ix) (or any updated guidelines) as a reference in developing its own guidelines for District approval. The event emergency guideline protocol shall address, at minimum, and include protocols regarding specific threats, including, but not limited to, injuries, medical emergencies, fire, earthquake, severe weather, active shooters, other weapons, suspicious behavior, personnel harassment, missing child, abduction, controlled substances, assaults, and bomb threats.

b. Training regarding policy. Prior to implementing any Program sports activities, Consultant must take reasonable steps to ensure that its coaches are informed about and well-versed in the District-approved event emergency policy.

c. Biennial Review. If the Program is a multi-year program, Consultant and District shall review and update the policy at least every two (2) years.

EXHIBIT A-3
**ADMINISTRATION OF EPINEPHRINE AUTO-INJECTORS AND PROVISION OF
EMERGENCY ASSISTANCE**

Consultant and District agree to operate the Program in accordance with the following requirements. Consultant shall not administer any medication not explicitly set forth herein.

1. Requirements for Administration of Epinephrine (Epi-pen)

a. Obligation to Administer Epinephrine; Authorized Individuals

Pursuant to Education Code section 49414, District shall provide emergency epinephrine and auto-injectors to school nurses or trained personnel who have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction (*i.e.*, potentially life-threatening hypersensitivity to a substance). Consultant shall designate those employees and/or volunteers that have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction and provide District with a list of those individuals prior to the provision of any Services under this Agreement. Consultant shall at all times maintain a designated employee and/or volunteer at all Program sites. Consultant shall only allow its employees and/or volunteers who have received proper training as set forth below to administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylactic reaction if a District nurse is not onsite and when a physician is not immediately available. Any employee and/or volunteer of Consultant that administers an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylactic reaction shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials that District retains onsite.

b. Training of Voluntary Consultant Employees and Volunteers

Consultant shall provide all designated Consultant employees and/or volunteers epinephrine training. All epinephrine training must be provided by a licensed physician or nurse and in compliance with the CDE's *Training Standards for the Administration of Epinephrine Auto-Injectors*, available online at <http://www.cde.ca.gov/lh/he/hn/epiadmin.asp>. The training shall cover at a minimum the information listed in the CDE's *Training Standards for the Administration of Epinephrine Auto-Injectors*, which includes (a) techniques for recognizing symptoms of anaphylaxis, (b) standards and procedures for the storage and emergency use of epinephrine auto-injectors, (c) emergency follow-up procedures, including calling 911 phone number and contacting, if possible, the student's parent/guardian and physician, and (d) instruction and certification in cardiopulmonary resuscitation. Consultant warrants that it will provide training that complies with CDE guidelines and requirements. In the event of a conflict between the training requirements set forth herein and in the CDE training standards, the requirements in the CDE training standards shall control. All training materials shall be retained at Program sites.

2. Epinephrine Prescriptions

For each school site, District shall obtain from an authorizing physician and surgeon an epinephrine auto-injectors prescription that, at a minimum, includes for elementary schools, one regular epinephrine auto-injector and one junior epinephrine auto-injector, and for junior high schools and middle schools, if there are no pupils who require a junior epinephrine auto-injector, one regular epinephrine auto-injector. District shall be responsible for stocking the epinephrine auto-injector, restocking it if it is used and

Not Project Related

Project #21-02

providing access to those employees and/or volunteers of Consultant that have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Consultant shall promptly notify District no more than forty-eight (48) hours after any administration of an epinephrine auto-injector.

3. Requirements for the Provision of Emergency Assistance

Consultant shall at all times maintain an employee and/or volunteer at all Program sites to provide emergency assistance to any Program participant who is injured or suddenly becomes ill. Consultant shall provide the necessary training in cardiopulmonary resuscitation (CPR), an automated external defibrillator (AED) and first aid to its employees and/or volunteers who have volunteered to provide emergency assistance. Consultant shall designate those employees and/or volunteers that have volunteered to provide emergency assistance and provide District with a list of those individuals prior to the provision of any Services under this Agreement. Consultant shall only allow its employees and/or volunteers who have received proper certification to provide emergency assistance. For purposes of this Agreement, "emergency assistance" shall include the provision of CPR in the event of cardiac arrest; use of an AED to analyze a person's heart rhythm and deliver an electrical shock to restore heartbeat; and the provision of other forms of first aid to respond to common first aid emergencies, including burns, cuts, and head, neck and back injuries. Any employee and/or volunteer of Consultant that provides emergency assistance shall initiate emergency medical services or other appropriate medical follow up in accordance with their training.

4. Copies of Documents

Consultant shall maintain a copy of all health care documents and provide a copy of same to District.

Exhibit “A(2)(i)”

Exhibit “A(2)(i)”

PREPARTICIPATION PHYSICAL EVALUATION HISTORY FORM

(Note: This form is to be filled out by the patient and parent prior to seeing the physician. The physician should keep this form in the chart.)

Date of Exam _____

Name _____ Date of birth _____

Sex _____ Age _____ Grade _____ School _____ Sport(s) _____

Medicines and Allergies: Please list all of the prescription and over-the-counter medicines and supplements (herbal and nutritional) that you are currently taking

Do you have any allergies? Yes No If yes, please identify specific allergy below.
 Medicines Pollens Food Stinging Insects

Explain "Yes" answers below. Circle questions you don't know the answers to.

GENERAL QUESTIONS	Yes	No	MEDICAL QUESTIONS	Yes	No
1. Has a doctor ever denied or restricted your participation in sports for any reason?			26. Do you cough, wheeze, or have difficulty breathing during or after exercise?		
2. Do you have any ongoing medical conditions? If so, please identify below: <input type="checkbox"/> Asthma <input type="checkbox"/> Anemia <input type="checkbox"/> Diabetes <input type="checkbox"/> Infections Other: _____			27. Have you ever used an inhaler or taken asthma medicine?		
3. Have you ever spent the night in the hospital?			28. Is there anyone in your family who has asthma?		
4. Have you ever had surgery?			29. Were you born without or are you missing a kidney, an eye, a testicle (males), your spleen, or any other organ?		
HEART HEALTH QUESTIONS ABOUT YOU	Yes	No	30. Do you have groin pain or a painful bulge or hernia in the groin area?		
5. Have you ever passed out or nearly passed out DURING or AFTER exercise?			31. Have you had infectious mononucleosis (mono) within the last month?		
6. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?			32. Do you have any rashes, pressure sores, or other skin problems?		
7. Does your heart ever race or skip beats (irregular beats) during exercise?			33. Have you had a herpes or MRSA skin infection?		
8. Has a doctor ever told you that you have any heart problems? If so, check all that apply: <input type="checkbox"/> High blood pressure <input type="checkbox"/> A heart murmur <input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection <input type="checkbox"/> Kawasaki disease Other: _____			34. Have you ever had a head injury or concussion?		
9. Has a doctor ever ordered a test for your heart? (For example, ECG/EKG, echocardiogram)			35. Have you ever had a hit or blow to the head that caused confusion, prolonged headache, or memory problems?		
10. Do you get lightheaded or feel more short of breath than expected during exercise?			36. Do you have a history of seizure disorder?		
11. Have you ever had an unexplained seizure?			37. Do you have headaches with exercise?		
12. Do you get more tired or short of breath more quickly than your friends during exercise?			38. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling?		
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY	Yes	No	39. Have you ever been unable to move your arms or legs after being hit or falling?		
13. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 50 (including drowning, unexplained car accident, or sudden infant death syndrome)?			40. Have you ever become ill while exercising in the heat?		
14. Does anyone in your family have hypertrophic cardiomyopathy, Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy, long QT syndrome, short QT syndrome, Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia?			41. Do you get frequent muscle cramps when exercising?		
15. Does anyone in your family have a heart problem, pacemaker, or implanted defibrillator?			42. Do you or someone in your family have sickle cell trait or disease?		
16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning?			43. Have you had any problems with your eyes or vision?		
BONE AND JOINT QUESTIONS	Yes	No	44. Have you had any eye injuries?		
17. Have you ever had an injury to a bone, muscle, ligament, or tendon that caused you to miss a practice or a game?			45. Do you wear glasses or contact lenses?		
18. Have you ever had any broken or fractured bones or dislocated joints?			46. Do you wear protective eyewear, such as goggles or a face shield?		
19. Have you ever had an injury that required x-rays, MRI, CT scan, injections, therapy, a brace, a cast, or crutches?			47. Do you worry about your weight?		
20. Have you ever had a stress fracture?			48. Are you trying to or has anyone recommended that you gain or lose weight?		
21. Have you ever been told that you have or have you had an x-ray for neck instability or atlantoaxial instability? (Down syndrome or dwarfism)			49. Are you on a special diet or do you avoid certain types of foods?		
22. Do you regularly use a brace, orthotics, or other assistive device?			50. Have you ever had an eating disorder?		
23. Do you have a bone, muscle, or joint injury that bothers you?			51. Do you have any concerns that you would like to discuss with a doctor?		
24. Do any of your joints become painful, swollen, feel warm, or look red?			FEMALES ONLY		
25. Do you have any history of juvenile arthritis or connective tissue disease?			52. Have you ever had a menstrual period?		
			53. How old were you when you had your first menstrual period?		
			54. How many periods have you had in the last 12 months?		

Explain "yes" answers here

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

Signature of athlete _____ Signature of parent/guardian _____ Date _____

PREPARTICIPATION PHYSICAL EVALUATION PHYSICAL EXAMINATION FORM

Name _____ Date of birth _____

PHYSICIAN REMINDERS

- Consider additional questions on more sensitive issues
 - Do you feel stressed out or under a lot of pressure?
 - Do you ever feel sad, hopeless, depressed, or anxious?
 - Do you feel safe at your home or residence?
 - Have you ever tried cigarettes, chewing tobacco, snuff, or dip?
 - During the past 30 days, did you use chewing tobacco, snuff, or dip?
 - Do you drink alcohol or use any other drugs?
 - Have you ever taken anabolic steroids or used any other performance supplement?
 - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
 - Do you wear a seat belt, use a helmet, and use condoms?
- Consider reviewing questions on cardiovascular symptoms (questions 5–14).

EXAMINATION			
Height	Weight	<input type="checkbox"/> Male <input type="checkbox"/> Female	
BP / (/)	Pulse	Vision R 20/	L 20/ Corrected <input type="checkbox"/> Y <input type="checkbox"/> N
MEDICAL	NORMAL	ABNORMAL FINDINGS	
Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, arm span > height, hyperlaxity, myopia, MVP, aortic insufficiency)			
Eyes/ears/nose/throat • Pupils equal • Hearing			
Lymph nodes			
Heart* • Murmurs (auscultation standing, supine, +/- Valsalva) • Location of point of maximal impulse (PMI)			
Pulses • Simultaneous femoral and radial pulses			
Lungs			
Abdomen			
Genitourinary (males only) ^b			
Skin • HSV, lesions suggestive of MRSA, tinea corporis			
Neurologic ^c			
MUSCULOSKELETAL			
Neck			
Back			
Shoulder/arm			
Elbow/forearm			
Wrist/hand/fingers			
Hip/thigh			
Knee			
Leg/ankle			
Foot/toes			
Functional • Duck-walk, single leg hop			

*Consider ECG, echocardiogram, and referral to cardiology for abnormal cardiac history or exam.
^aConsider GU exam if in private setting. Having third party present is recommended.
^bConsider cognitive evaluation or baseline neuropsychiatric testing if a history of significant concussion.

- Cleared for all sports without restriction
- Cleared for all sports without restriction with recommendations for further evaluation or treatment for _____
- Not cleared
- Pending further evaluation
 - For any sports
 - For certain sports _____
- Reason _____

Recommendations _____

I have examined the above-named student and completed the preparticipation physical evaluation. The athlete does not present apparent clinical contraindications to practice and participate in the sport(s) as outlined above. A copy of the physical exam is on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the clearance until the problem is resolved and the potential consequences are completely explained to the athlete (and parents/guardians).

Name of physician (print/type) _____ Date _____
 Address _____ Phone _____
 Signature of physician _____, MD or DO

■ PREPARTICIPATION PHYSICAL EVALUATION CLEARANCE FORM

Name _____ Sex M F Age _____ Date of birth _____

Cleared for all sports without restriction

Cleared for all sports without restriction with recommendations for further evaluation or treatment for _____

Not cleared

Pending further evaluation

For any sports

For certain sports _____

Reason _____

Recommendations _____

I have examined the above-named student and completed the preparticipation physical evaluation. The athlete does not present apparent clinical contraindications to practice and participate in the sport(s) as outlined above. A copy of the physical exam is on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the clearance until the problem is resolved and the potential consequences are completely explained to the athlete (and parents/guardians).

Name of physician (print/type) _____ Date _____

Address _____ Phone _____

Signature of physician _____, MD or DO

EMERGENCY INFORMATION

Allergies _____

Other information _____

Exhibit “A(2)(ii)”

(INSERT SCHOOL NAME HERE)

Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- | | |
|--|--|
| <ul style="list-style-type: none">• Headaches• “Pressure in head”• Nausea or vomiting• Neck pain• Balance problems or dizziness• Blurred, double, or fuzzy vision• Sensitivity to light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns | <ul style="list-style-type: none">• Amnesia• “Don’t feel right”• Fatigue or low energy• Sadness• Nervousness or anxiety• Irritability• More emotional• Confusion• Concentration or memory problems (forgetting game plays)• Repeating the same question/comment |
|--|--|

Signs observed by teammates, parents and coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays incoordination
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can’t recall events prior to hit
- Can’t recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness

What can happen if my child keeps on playing with a concussion or returns to soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete

Adapted from the CDC and the 3rd International Conference on Concussion in Sport

Document created 5/20/2010

(INSERT SCHOOL NAME HERE)

Concussion Information Sheet

especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athlete will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete’s safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The new CIF Bylaw 313 now requires implementation of long and well-established return to play concussion guidelines that have been recommended for several years:

“A student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time and for the remainder of the day.”

and

“A student-athlete who has been removed may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and received written clearance to return to play from that health care provider”.

You should also inform your child’s coach if you think that your child may have a concussion Remember its better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

_____	_____	_____
Student-athlete Name Printed	Student-athlete Signature	Date
_____	_____	_____
Parent or Legal Guardian Printed	Parent or Legal Guardian Signature	Date

Adapted from the CDC and the 3rd International Conference on Concussion in Sport
Document created 5/20/2010

Exhibit “A(2)(iii)”

(INSERT SCHOOL NAME HERE)

Información acerca de las concusiones cerebrales

Una concusión es una herida cerebral y todas las heridas cerebrales son graves. Dichas heridas son causadas por un golpe ligero, un golpe fuerte a la cabeza, un movimiento repentino de la cabeza o por un golpe fuerte a otra parte del cuerpo con fuerza que se trasmite a la cabeza. Las heridas varían entre ligeras o graves y pueden interrumpir la manera en la que el cerebro funciona. Aunque la mayoría de las concusiones cerebrales son ligeras, **todas las concusiones cerebrales tienen el potencial de ser graves y si no se reconocen y tratan correctamente podrían tener como resultado complicaciones incluyendo daño cerebral prolongado o la muerte.** Eso quiere decir que cualquier “golpecito” a la cabeza podría ser grave. Las concusiones cerebrales no son visibles y en su mayoría las concusiones cerebrales que ocurren durante los deportes no ocasionan la pérdida de conciencia. Las señales y síntomas de una concusión cerebral podrían aparecer inmediatamente después de una herida o después de horas o días. Si su hijo(a) reporta cualquier síntoma de una concusión cerebral, o si se da cuenta de los síntomas de una concusión cerebral, por favor consiga atención médica sin demora.

Los siguientes son algunos de los síntomas de una concusión:

- | | |
|---|---|
| <ul style="list-style-type: none">• Dolor de cabeza• “Presión en la cabeza”• Náusea o vómito• Dolor de cuello• Problemas de equilibrio o mareos• Visión borrosa o visión doble• Sensibilidad a la luz o ruido• Decaído• Adormecido• Mareado• Cambios en los hábitos de dormir | <ul style="list-style-type: none">• Amnesia• “No se siente bien”• Fatiga o energía baja• Tristeza• Nervios o ansiedad• Irritabilidad• Más sensible• Confundido• Problemas con concentración o memoria (por ejemplo: olvidar las jugadas)• Repetir la misma pregunta o comentario |
|---|---|

Los siguientes síntomas son observados por compañeros, padres y entrenadores:

- Parece desorientado
- Tiene una expresión facial vacía
- Está confundido acerca de la tarea o actividad
- Se olvida de las jugadas
- Está confundido sobre el juego, los puntos o el oponente
- Se mueve torpemente o muestra una falta de coordinación
- Contesta las preguntas lentamente
- Arrastra las palabras
- Muestra cambios de comportamiento o personalidad
- No puede recordar los eventos que sucedieron antes de la colisión
- No puede recordar los eventos que sucedieron después de la colisión
- Ataques o convulsiones
- Cualquier cambio en el comportamiento típico o personalidad
- Pérdida de la conciencia

(INSERT SCHOOL NAME HERE)
Información acerca de las concusiones cerebrales

¿Qué puede pasar si mi hijo(a) sigue jugando con una concusión cerebral o regresa a jugar antes de que este recuperado?

Los deportistas con señales o síntomas de una concusión cerebral deben dejar de jugar inmediatamente. Continuar jugando con las señales o síntomas de una concusión pone al deportista en riesgo de sufrir una herida más grave. La probabilidad de que se sufra daño significativo de una concusión aumenta cuando ha pasado un periodo de tiempo largo después de que sucedió la concusión, sobre todo si el deportista sufre otra concusión antes de recuperarse completamente de la primera. Eso puede traer como consecuencia una recuperación más prolongada o incluso una hinchazón cerebral (síndrome de segundo impacto) con consecuencias devastadoras o fatales. Es bien conocido que los deportistas adolescentes no reportan mucho los síntomas de sus heridas. Eso es el caso también con las concusiones cerebrales. Por lo mismo es importante que los administradores, entrenadores, padres y estudiantes estén bien informados, el cual es clave para la seguridad de los estudiantes deportistas.

Si cree que su hijo(a) ha sufrido una concusión

En cualquier situación donde se sospecha que un deportista tiene una concusión, es importante sacar a este estudiante del juego o entrenamiento inmediatamente. Ningún deportista puede volver a participar en la actividad después de sufrir una herida de cabeza o concusión cerebral sin el permiso de un doctor, no importa si la herida parece ser ligera o los síntomas desaparecen rápidamente. Se debe de observar cuidadosamente el mejoramiento del deportista por varias horas. El nuevo estatuto 313 de la Federación Interescolar de California (CIF por sus siglas en inglés) requiere la implementación de las siguientes normas para regresar a jugar un deporte después de sufrir una concusión, las cuales se han recomendado por muchos años:

“Cuando se sospeche que un estudiante deportista ha sufrido una concusión o herida de cabeza en un entrenamiento o juego, a este estudiante deportista se le debe sacar de la competencia en ese momento y por el resto del día”.

Y

“A un estudiante deportista que se le ha sacado del juego no podrá volver a jugar hasta que le evalúe un doctor licenciado con capacitación en la evaluación y manejo de las concusiones y hasta que se reciba un permiso por escrito para volver a jugar de dicho doctor”.

También debe informar al entrenador(a) de su hijo(a) si piensa que ha sufrido una concusión cerebral. Recuerde que es mejor faltar un partido que faltar toda la temporada. Si existe alguna duda de que el deportista sufrió una concusión cerebral o no, se tomará precauciones y no podrá jugar.

Si desea información actual acerca de las concusiones cerebrales por favor visiten el sitio en Internet:

<http://www.cdc.gov/ConcussionInYouthSports/>

Nombre del estudiante deportista

Firma del estudiante deportista

Fecha

Nombre del padre, madre o tutor

Firma del padre, madre o tutor

Fecha

Adaptado del Centro de Control de Enfermedades y el documento de la 3ª conferencia internacional sobre las concusiones deportivas escrito el 5/20/2010

Exhibit “A(2)(iv)”

ACUTE CONCUSSION EVALUATION (ACE)

CARE PLAN

Gerard Gioia, PhD¹ & Micky Collins, PhD²
¹Children's National Medical Center
²University of Pittsburgh Medical Center

Patient Name: _____
DOB: _____ Age: _____
Date: _____ ID/MR# _____
Date of Injury: _____

You have been diagnosed with a concussion (also known as a mild traumatic brain injury). This personal plan is based on your symptoms and is designed to help speed your recovery. Your careful attention to it can also prevent further injury.

Rest is the key. You should not participate in any high risk activities (e.g., sports, physical education (PE), riding a bike, etc.) if you still have any of the symptoms below. It is important to limit activities that require a lot of thinking or concentration (homework, job-related activities), as this can also make your symptoms worse. If you no longer have any symptoms and believe that your concentration and thinking are back to normal, you can slowly and carefully return to your daily activities. Children and teenagers will need help from their parents, teachers, coaches, or athletic trainers to help monitor their recovery and return to activities.

Today the following symptoms are present (circle or check).				_____ No reported symptoms
Physical		Thinking	Emotional	Sleep
Headaches	Sensitivity to light	Feeling mentally foggy	Irritability	Drowsiness
Nausea	Sensitivity to noise	Problems concentrating	Sadness	Sleeping more than usual
Fatigue	Numbness/Tingling	Problems remembering	Feeling more emotional	Sleeping less than usual
Visual problems	Vomiting	Feeling more slowed down	Nervousness	Trouble falling asleep
Balance Problems	Dizziness			

RED FLAGS: Call your doctor or go to your emergency department if you suddenly experience any of the following			
Headaches that <u>worsen</u>	Look <u>very</u> drowsy, can't be awakened	Can't <u>recognize</u> people or places	Unusual behavior change
Seizures	<u>Repeated</u> vomiting	Increasing confusion	Increasing irritability
Neck pain	Slurred speech	Weakness or numbness in arms or legs	Loss of consciousness

Returning to Daily Activities

1. Get lots of rest. Be sure to get enough sleep at night- no late nights. Keep the same bedtime weekdays and weekends.
2. Take daytime naps or rest breaks when you feel tired or fatigued.
3. **Limit physical activity as well as activities that require a lot of thinking or concentration. These activities can make symptoms worse.**
 - Physical activity includes PE, sports practices, weight-training, running, exercising, heavy lifting, etc.
 - Thinking and concentration activities (e.g., homework, classwork load, job-related activity).
4. Drink lots of fluids and eat carbohydrates or protein to main appropriate blood sugar levels.
5. **As symptoms decrease, you may begin to gradually return to your daily activities. If symptoms worsen or return, lessen your activities, then try again to increase your activities gradually.**
6. During recovery, it is normal to feel frustrated and sad when you do not feel right and you can't be as active as usual.
7. Repeated evaluation of your symptoms is recommended to help guide recovery.

Returning to School

1. If you (or your child) are still having symptoms of concussion you may need extra help to perform school-related activities. As your (or your child's) symptoms decrease during recovery, the extra help or supports can be removed gradually.
2. Inform the teacher(s), school nurse, school psychologist or counselor, and administrator(s) about your (or your child's) injury and symptoms. School personnel should be instructed to watch for:
 - Increased problems paying attention or concentrating
 - Increased problems remembering or learning new information
 - Longer time needed to complete tasks or assignments
 - Greater irritability, less able to cope with stress
 - Symptoms worsen (e.g., headache, tiredness) when doing schoolwork

~Continued on back page~

Returning to School (Continued)

Until you (or your child) have fully recovered, the following supports are recommended: (check all that apply)

- No return to school. Return on (date) _____
- Return to school with following supports. Review on (date) _____
- Shortened day. Recommend ___ hours per day until (date) _____
- Shortened classes (i.e., rest breaks during classes). Maximum class length: _____ minutes.
- Allow extra time to complete coursework/assignments and tests.
- Lessen homework load by ____%. Maximum length of nightly homework: _____ minutes.
- No significant classroom or standardized testing at this time.
- Check for the return of symptoms (use symptom table on front page of this form) when doing activities that require a lot of attention or concentration.
- Take rest breaks during the day as needed.
- Request meeting of 504 or School Management Team to discuss this plan and needed supports.

Returning to Sports

1. **You should NEVER return to play if you still have ANY symptoms** – (Be sure that you do not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration.)
2. Be sure that the PE teacher, coach, and/or athletic trainer are aware of your injury and symptoms.
3. It is normal to feel frustrated, sad and even angry because you cannot return to sports right away. With any injury, a full recovery will reduce the chances of getting hurt again. It is better to miss one or two games than the whole season.

The following are recommended at the present time:

- Do not return to PE class at this time
- Return to PE class
- Do not return to sports practices/games at this time
- Gradual** return to sports practices under the supervision of an appropriate health care provider (e.g., athletic trainer, coach, or physical education teacher).
 - Return to play should occur in **gradual steps** beginning with aerobic exercise only to increase your heart rate (e.g., stationary cycle); moving to increasing your heart rate with movement (e.g., running); then adding controlled contact if appropriate; and finally return to sports competition.
 - Pay careful attention to your symptoms and your thinking and concentration skills at each stage of activity. Move to the next level of activity only if you do not experience any symptoms at the each level. If your symptoms return, let your health care provider know, return to the first level, and restart the program gradually.

Gradual Return to Play Plan

1. No physical activity
2. Low levels of physical activity (i.e., *symptoms do not come back during or after the activity*). This includes walking, light jogging, light stationary biking, light weightlifting (lower weight, higher reps, no bench, no squat).
3. Moderate levels of physical activity with body/head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (reduced time and/or reduced weight from your typical routine).
4. Heavy non-contact physical activity. This includes sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).
5. Full contact in controlled practice.
6. Full contact in game play.

*Neuropsychological testing can provide valuable information to assist physicians with treatment planning, such as return to play decisions.

This referral plan is based on today's evaluation:

- Return to this office. Date/Time _____
- Refer to: Neurosurgery ___ Neurology ___ Sports Medicine ___ Psychiatrist ___ Other ___
- Refer for neuropsychological testing
- Other _____

ACE Care Plan Completed by: _____

Exhibit “A(2)(v)”

Keep Their Heart in the Game

A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians

What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens blood stops flowing to the brain and other vital organs. SCA is NOT a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure.

How common is sudden cardiac arrest in the United States?

As the leading cause of death in the U.S., there are more than 300,000 cardiac arrests outside hospitals each year, with nine out of 10 resulting in death. Thousands of sudden cardiac arrests occur among youth, as it is the #2 cause of death under 25 and the #1 killer of student athletes.

Who is at risk for sudden cardiac arrest?

SCA is more likely to occur during exercise or physical activity, so student-athletes are at greater risk. While a heart condition may have no warning signs, studies show that many young people do have symptoms but neglect to tell an adult. This may be because they are embarrassed, they do not want to jeopardize their playing time, they mistakenly think they're out of shape and need to train harder, or they simply ignore the symptoms, assuming they will "just go away." Additionally, some health history factors increase the risk of SCA.

FAINTING
is the
#1 SYMPTOM
OF A HEART CONDITION

What should you do if your student-athlete is experiencing any of these symptoms?

We need to let student-athletes know that if they experience any SCA-related symptoms it is crucial to alert an adult and get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for your doctor's feedback before returning to play, and alert your coach, trainer and school nurse about any diagnosed conditions.

What is an AED?

An automated external defibrillator (AED) is the only way to save a sudden cardiac arrest victim. An AED is a portable, user-friendly device that automatically diagnoses potentially life-threatening heart rhythms and delivers an electric shock to restore normal rhythm. Anyone can operate an AED, regardless of training. Simple audio direction instructs the rescuer when to press a button to deliver the shock, while other AEDs provide an automatic shock if a fatal heart rhythm is detected. A rescuer cannot accidentally hurt a

victim with an AED—quick action can only help. AEDs are designed to only shock victims whose hearts need to be restored to a healthy rhythm. Check with your school for locations of on-campus AEDs.



The Cardiac Chain of Survival

On average it takes EMS teams up to 12 minutes to arrive to a cardiac emergency. Every minute delay in attending to a sudden cardiac arrest victim decreases the chance of survival by 10%. Everyone should be prepared to take action in the first minutes of collapse.

Early Recognition of Sudden Cardiac Arrest



Collapsed and unresponsive.
Gasping, gurgling, snorting, moaning or labored breathing noises.
Seizure-like activity.

Early Access to 9-1-1



Confirm unresponsiveness.
Call 9-1-1 and follow emergency dispatcher's instructions.
Call any on-site Emergency Responders.

Early CPR



Begin cardiopulmonary resuscitation (CPR) immediately. Hands-only CPR involves fast and continual two-inch chest compressions—about 100 per minute.

Early Defibrillation



Immediately retrieve and use an automated external defibrillator (AED) as soon as possible to restore the heart to its normal rhythm. Mobile AED units have step-by-step instructions for a bystander to use in an emergency situation.

Early Advanced Care



Emergency Medical Services (EMS) Responders begin advanced life support including additional resuscitative measures and transfer to a hospital.

Keep Their Heart in the Game

Recognize the Warning Signs & Risk Factors of Sudden Cardiac Arrest (SCA)

Tell Your Coach and Consult Your Doctor if These Conditions are Present in Your Student-Athlete

Potential Indicators That SCA May Occur

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

Factors That Increase the Risk of SCA

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs, excessive energy drinks or performance-enhancing supplements

What is CIF doing to help protect student-athletes?

CIF amended its bylaws to include language that adds SCA training to coach certification and practice and game protocol that empowers coaches to remove from play a student-athlete who exhibits fainting—the number one warning sign of a potential heart condition. A student-athlete who has been removed from play after displaying signs or symptoms associated with SCA may not return to play until he or she is evaluated and cleared by a licensed health care provider. Parents, guardians and caregivers are urged to dialogue with student-athletes about their heart health and everyone associated with high school sports should be familiar with the cardiac chain of survival so they are prepared in the event of a cardiac emergency.

I have reviewed and understand the symptoms and warning signs of SCA and the new CIF protocol to incorporate SCA prevention strategies into my student's sports program.

STUDENT-ATHLETE SIGNATURE

PRINT STUDENT-ATHLETE'S NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINT PARENT/GUARDIAN'S NAME

DATE

For more information about Sudden Cardiac Arrest visit

California Interscholastic Federation
<http://www.cifstate.org>

Eric Paredes Save A Life Foundation
<http://www.epsavealife.org>

CardiacWise (20-minute training video)
<http://www.sportsafetyinternational.org>



Exhibit “A(2)(vi)”



www.cifstate.org

California Interscholastic Federation

SPORTS MEDICINE ALERT

*Prepared by the State CIF Sports Medicine Committee
for distribution to Coaches, Athletic Directors and Administrators*

MRSA

MRSA (methicillin-resistant staph aureus) is a type of staph infection that is resistant to many common antibiotics and, in cases where treatment is needed, can be very difficult to treat. Staph bacteria are one of the most common causes of skin infections in the United States. Most of these skin infections are minor (such as pimples and boils) and can be treated without antibiotics, but occasionally serious infections require treatment. In the last few years, there have been a number of cases where these bacteria have spread among members of sports teams. Recently, this issue is making headlines as MRSA can have serious and deadly ramifications if not dealt with immediately.

WARNING SIGNS

It is common for athletes to have pimples, cuts and abrasions on their skin. Coaches must be aware of the signs and symptoms that their student-athletes may exhibit.

- **Unusual or increasing pain and/or warmth**
- **The presence of pus or a pustule**
- **Induration (hardness)**
- **Increasing swelling, size or redness of the wound**
- **Red streaks around the wound**
- **Fever and/or chills (flu-like symptoms)**



If you have any of these signs or symptoms, seek medical attention immediately.

Preventing MRSA

Precautions that coaches should take for preventing the spread of MRSA

- **Insist that your athletes shower with soap as soon as possible after practices and competitions.** If MRSA bacteria are present on your skin, you can wash them away before they have a chance to cause infection.
- Ensure that athletes do not share equipment, clothing, towels and other personal items. **Implement a NO-SHARING rule if you have not done so already.**
- Whether your athletic department launders practice and game uniforms or athletes do it themselves, implement a policy that uniforms (practice and game) get washed after EACH use.
- Ensure that all wounds, cuts and abrasions are covered to help prevent infection, especially during practice and competition.
- Equipment **MUST** be stored in clean, dry areas. A dark, moist, warm environment (lockers) is perfect for bacteria growth.
- Clean and disinfect daily, surfaces that are touched on a regular basis. This includes benches, training room tables, weight room equipment and benches.
- Wrestling mats **MUST** be cleaned **DAILY** before and after use. This would include use by physical education classes.
- Research is inconclusive on whether athletic fields can harbor MRSA bacteria. Since some studies have shown that the possibility exists, there are companies that offer antimicrobial treatments for athletic fields.



For more information go to www.cifstate.org and click on the “Health and Safety” box at the top of the page. Open the Sports Medicine Handbook and refer to page 44 for practical health hygiene policies and recommendations.

What to do about MRSA in School Athletic Programs



Infection Control Policies and Procedures Checklist

Please review the policies and procedures below. Use this tool to help determine which policies/procedures you already have, if they are being followed, and which policies and procedures you need to put in place. This check list is meant to serve as a guideline on reasonable methods of protecting the health and welfare of student athletes. These guidelines are not meant to provide a “standard of care” and are not meant to supersede medical or administrative judgment decisions that must frequently be made on the scene by appropriate individuals.	Policy/Procedures		
	<u>Exist</u> (x)	<u>Follow</u> (x)	<u>Needed</u> (x)
General			
All hard environmental surfaces that may come in contact with body fluids are cleaned and sanitized daily with EPA-approved disinfectant (if area in use).			
All floor and wall padding in athletic area(s) are washed daily, if athletic area is used.			
Separate mop heads/ buckets are used for each activity area, locker rooms and rest rooms. Mop heads and buckets are cleaned regularly. (Washable micro-fiber heads or disposable mop cloths are preferred.)			
Towels/ linens laundered on premises are washed at a minimum of 160 F and dried in a hot dryer.			
<i>Notes:</i>			
Wrestling Room and Mats			
Wall padding, benches and door knobs are wiped-down with quaternary ammonium (quat) or 1:100 bleach solution after each practice and meet.			
Floors are cleaned before and after any moveable mats are used.			
Mat surfaces with <i>small</i> holes or tears are repaired with mat tape. When mat sides are in poor condition, mats are taped together for meets <i>and</i> for practice.			
Mat surfaces are replaced promptly when there are <i>large</i> holes or surfaces are excessively worn.			
Both sides of mats are thoroughly cleaned before and after each use for practices and meets.			
A separate mop head/ bucket is used specifically for cleaning mats; mop heads and buckets are washed regularly.			
<i>Notes:</i>			
Weight Room			
Weight machine padding is inspected regularly, and promptly replaced if punctured or torn.			
Grip areas on weight bars, dumbbells and machines are not taped.			
Grip areas on weight bars, dumbbells, and machines, and lift belts are wiped down daily.			
Wall dispensers of hand gel (\geq 60% alcohol) are placed at each entry/exit. Athletes and coaches are instructed to use when entering/leaving room-minimum use, may use more often.			
Floors, benches, supports, pads, light switches and door knobs are cleaned daily (when room in use).			
<i>Notes:</i>			

Locker Rooms/Shower Rooms			
Wall dispensers for liquid soap are located next to showers.			
All shower and locker room areas are cleaned daily (if used).			
All floor and walls in athletic area(s) are washed daily, if athletic area is used.			
All benches are washed daily, if used.			
<p><i>Notes:</i></p>			

Exhibit “A(2)(vii)”



www.cifstate.org

California Interscholastic Federation

SPORTS MEDICINE ALERT

*Prepared by the State CIF Sports Medicine Committee
for distribution to Student-Athletes, Coaches and Parents*

MRSA

MRSA (methicillin-resistant staph aureus) is a type of staph infection that is resistant to many common antibiotics and, in cases where treatment is needed, can be very difficult to treat. Staph bacteria are one of the most common causes of skin infections in the United States. Most of these skin infections are minor (such as pimples and boils) and can be treated without antibiotics, but occasionally serious infections require treatment. In the last few years, there have been a number of cases where these bacteria have spread among members of sports teams. Recently, this issue is making headlines as MRSA can have serious and deadly ramifications if not dealt with immediately.

WARNING SIGNS

It is common for athletes to have pimples, cuts and abrasions on their skin. Here are a few warning signs to look for and ask about when deciding whether a wound requires medical attention.

- Unusual or increasing pain and/or warmth
- The presence of pus or a pustule
- Induration (hardness)
- Increasing swelling, size or redness of the wound
- Red streaks around the wound
- Fever and/or chills (flu-like symptoms)

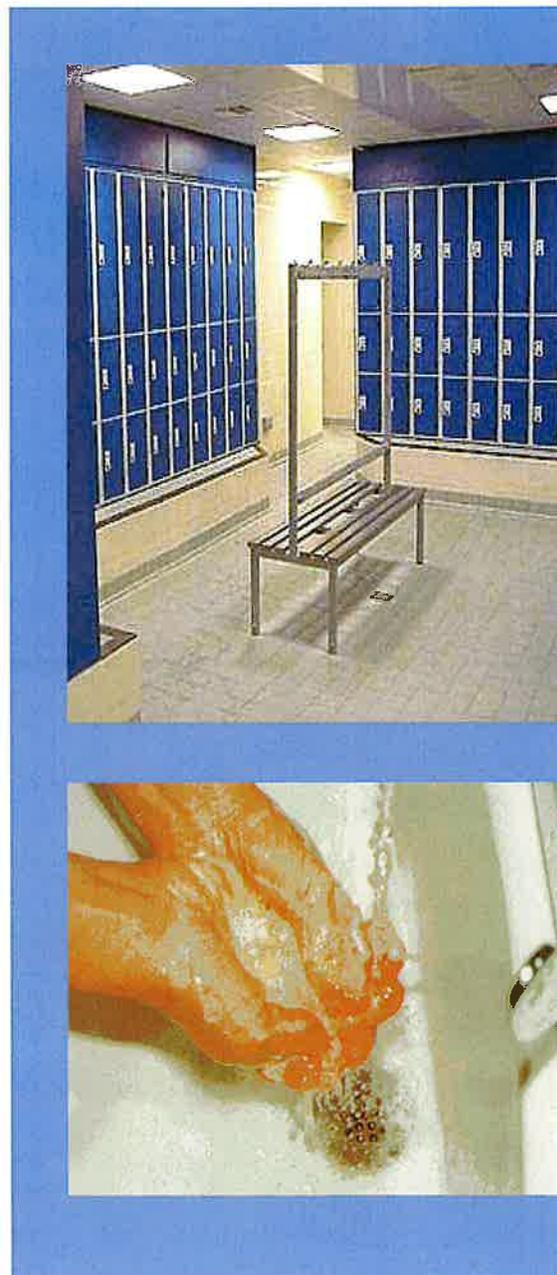
**If you have any of these
signs or symptoms, seek
medical attention
immediately.**



Preventing MRSA

Here are some precautions for preventing the spread of MRSA

- Shower with soap as soon as possible after practices and competitions. If MRSA bacteria are present on your skin, you can wash them away before they have a chance to cause infection.
- Don't share towels, razors, soap or other personal items.
- Cover all wounds to help prevent infection, especially during practice and competition. If a bandage or wrapping falls off, replace it immediately.
- Get every skin wound, no matter how minor checked out by you coach, athletic trainer, parent/guardian or team physician.
- Dry out your equipment and padding after each use. Wash your clothes daily.
- Do not store uniforms and equipment in a dark, moist, warm environment. Keep your locker clean and dry.
- Wash your hands often. Frequent hand washing with soap for at least 15 seconds is one of the best ways to prevent MRSA.



For more information go to www.cifstate.org and click on the 'Health and Safety' box at the top of the page. Open the Sports Medicine Handbook and refer to page 44 for practical health hygiene policies and recommendations.

Exhibit “A(2)(viii)”



CIF Mandatory Steroid Policy



SCHOOL NAME/LOGO HERE or remove CCS logo above and add school logo there

“As a condition of membership in the CIF, all member school shall adopt policies prohibiting the use and abuse of androgenic/anabolic steroids. All member school shall have participating student-athletes and their parents, legal guardian/caregiver agree that the athlete will not use steroids without the written prescription of a fully-licensed physical (as recognized by the AMA) to treat a medical condition.” (CIF Bylaw 503.I)

Our School Policy:

(insert your school policy here) The text box can be expanded to accommodate your entire school policy or insert the reference to where students/parents may find your policy)

**PLEASE COMPLETE THIS FORM AND RETURN TO _____
NO LATER THAN _____**

Print Name of Student-Athlete:

By signing below, both the participating student-athlete and the parents, legal guardians/caregiver hereby agree that the student-athlete named herein, shall not use androgenic/anabolic steroids without the written prescription of a fully-licensed physician (as recognized by the AMA) to treat a medical condition. We also recognize that under CIF bylaw 202, there could be penalties for false or fraudulent information. We also understand that the _____ (name of school) policy regarding the use of illegal drugs will be enforced for any violations of these rules.

Signature of Student-Athlete named above

Date signed

Print or type name of Parent/Guardian/Caregiver signing below

Relationship to student

Signature of Parent/Guardian/Caregiver

Date signed

Exhibit “A(2)(ix)”

EVENT EMERGENCY GUIDELINES

**CALIFORNIA INTERSCHOLASTIC
FEDERATION**

MARCH, 2013

Purpose

These Event Emergency Guidelines have been developed to work in conjunction with school site and school district safety plans, where applicable. These Guidelines are general in nature and the manner in which they are implemented must depend on the sound judgment of the coach or school administrator at the scene who will be making quick assessments. By their nature, disasters and emergencies are unique events and a decision maker's response to them will almost always involve at least some improvisation.

The Guidelines are divided into two sections. The first section consists of Guidelines to lower the risk of violence or disruptions to an athletic event. The second section addresses responses to specific threats that occur during an athletic event.

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GENERAL REMINDERS

WHEN INVESTIGATING ANY ACCIDENTS OR UNUSUAL INCIDENTS, PLEASE REMEMBER TO:

1. Note date and time of incident
2. Note the names and badge numbers of officers responding to incident.
3. Get signed witness statements noting name, address, phone numbers(s) and date of birth.
4. Note **ALL** individuals involved and conduct a full investigation, documenting all information in writing.
5. File all required forms in a timely manner with the event coordinator.

PART I: PLANNING TO AVOID VIOLENCE AND DISRUPTIVE INCIDENTS AT ATHLETIC EVENTS

GENERAL CONSIDERATIONS: Often the hostility of a crowd is the reflection of hostility between coaches or as a result of coaches' actions. In addition, a crowd, or individuals within the crowd, faced with disorganized, confused events, are more prone to become hostile. The following recommendations have the primary goal to prevent or decrease hostility between schools and guide schools to more efficiently conduct events.

A. RESPONSIBILITIES OF HOME TEAM

The coaching staff and administrators of both teams have significant responsibilities and opportunities to reduce the risk of violence and unsafe conditions at athletic events. However, the Home team staff have more responsibilities because they have more control and knowledge about conditions at their sporting facility. The implementation of the Guidelines listed below will depend on a range of factors, including the history of competition between the schools, the layout and location of the athletic facility, the time of the event and the anticipated number of spectators.

1. Pre-Event Planning: Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. Staff Planning: Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. Visiting Team Arrival: Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.
4. Referees: Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field
5. Scoreboard: Have properly trained adult scorers and timers for officials at games.
6. Game Announcer: The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.

7. Concession Stands: Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.

8. Conduct of Game: Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.

9. Disruptive Individuals: If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.

10. Area outside of Venue: Areas immediately outside of the venue should be kept clear of unassociated persons.

11. Exiting the Venue: Arrange for supervision to continue until students have left the area, including the team bus.

B. GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.
4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

C. GUIDELINES FOR BOTH TEAMS

1. Players should refrain from showing surprise or irritation at a call by an official.
2. "Playing to the crowd" can cause trouble- particularly in basketball, where the players' facial expressions are clearly visible to the bench and stands. Players should not communicate with spectators.
3. Players on the bench should not heckle the opposing team.
4. Unsportsmanlike gesturing or the harassment of individual players should be avoided.

PART II: SPECIFIC THREATS

A. INJURIES AND MEDICAL EMERGENCIES

Call 911. If you are alone, call 911 first and then return to the victim. Stay on the line until the 911 operator gives you permission to hang up the phone. Tell the operator exactly which entrance to use to your facility/site and exactly where you are located in the facility/site.

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.
3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

B. FIRE

1. Call Fire Department.
2. If fire is small in nature, extinguish it with a fire extinguisher.
3. If fire is large in nature or uncontrollable, pull the fire alarm, call 911 and immediately evacuate the building of all students and staff according to your pre-determined crisis plan. Close all doors and windows behind you, but do not lock them.
4. Do not touch anything on your way out.
5. Do not use the elevators.
6. If you smell something burning, immediately notify the site directors who will notify on-site engineering personnel to investigate.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

C. EARTHQUAKE:

(A) Indoor Event: Basic Rule is Drop, Cover, Hold and Wait

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.

2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.
5. After ground movement ends, check for injuries and safely evacuate the building after counting to at least 60. (Many aftershocks occur in the first 60 seconds after the main quake).
6. Please note: It is intuitive and natural for individuals to flee the scene of an earthquake, because flight is a reasonable response to other types of disaster such as fire. This generalized flight response is generally unsafe in the context of an earthquake. California School buildings are built to exacting earthquake standards, otherwise known as the Field Act. As a general proposition the safest place to be on a school site during an earthquake is inside a school building. Most injuries occur when people move to different locations or move to another place in the building.
7. To the extent possible, quiet the crowd to control panic. It is often the case that most injuries during an earthquake do not occur from a structural failure of a building but injuries sustained by person exiting the building, who are struck from falling glass, debris and architectural or lighting elements. (It is a unfortunate fact that architectural elements and lighting fixtures are not inspected to the same level of scrutiny as structural elements.) The area of significant danger is in the "fall zone", the 10 to 20 wide perimeter of a building where objects can fall and strike those below. If possible send someone to "scout" this perimeter around the exit before the general evacuation commences.
8. Move to a safe, open area, away from power lines and other overhead hazards.

B. Outside Event: DROP AND COVER AND STAY OUTSIDE

1. Assess where you are. If you are near overhead lines, trees or buildings, move way form them. If they are not near you, drop to the ground and cover the back of your neck with your hands.
2. Do not enter any buildings until it is determined safe to do so.

C. Traveling to a School Event: STOP SAFELY

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below, apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.

3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

D. SEVERE WEATHER

1. If the tornado sirens are sounded, immediately proceed to the designated shelter area in your building.
2. If inside, stay away from glass windows and doors and the perimeter of the building. Sit as near to the wall as you can get.
3. If you are inside, do not use the phones during an electrical storm.
4. If the building is moving, assume the duck and cover position with your head between your knees and your hands locked over your head.
5. If severe weather occurs while you are outside with students, immediately seek shelter in a building. If none is available, keep students away from trees if you are in an electrical storm. If a tornado is threatening, go to the lowest area of land and lie down.
6. Keep students as calm as possible and speak in reassuring tones.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

E. SHOTS FIRED: RUN, HIDE AND FIGHT IF NECESSARY

GENERAL CONSIDERATIONS: Most mass shooting incidents are over within 10-15 minutes. Your plan for safety should be designed for the short duration survival of you and those around you. Your main challenge is to quickly process the fact that you in such an incident and to not freeze in place. A flawed plan for escape is better than no plan at all.

A. Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run
4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.
6. Seek shelter if you cannot outrun the shooter. Any feature that can be used to block gun fire should be considered, including walls, planters or trees.
7. Call 911 as soon as safety permits.
8. As soon as possible, evacuate patrons to a safe area, preferably into a building.
9. Remain calm and as observant as possible. Be ready to describe the shooter, the weapon, a vehicle tag number, etc. to police when they arrive.
10. Be ready to describe the situation and request medical aid if necessary.
11. **Do not confront the shooter unless the circumstances present no other option:** In most cases, the shooter will leave after the initial assault.

12. After shots are no longer being fired, check for injuries.
13. Contact your immediate supervisor.
14. Contact parents/guardian.
15. Complete the incident report form and forward it to your immediate supervisor.

B. Inside a Building

1. Tell everyone to get on the floor or behind furniture and remain quiet. Activate crisis procedure plan.
2. If you are in a confined area, such as a locker room, lock the doors and, if possible, move out of view of windows. Blockade locked doors as best you can.
3. If you are confined indoors, turn out the lights and mute your cell phone.
4. Call 911. Be ready to describe the situation and request medical aid if necessary.
5. Remain calm and as observant as possible – be ready to describe the shooter and the weapon to police when they arrive.
6. **Do not confront the shooter unless the circumstances present no other option:** In most cases, the shooter will leave after the initial assault.
7. After shots are no longer being fired, check students for injuries.
8. Keep students calm and wait for assistance to arrive.
9. If shooter has left the building, do not permit anyone to enter until assistance arrives.
10. Contact your immediate supervisor.
11. Contact parents/guardians immediately.
12. Complete the incident report form and forward it to your immediate supervisor.

C. Fight Option

1. If you cannot escape or hide, and lives remain at stake, fight the intruder
2. The goal is to incapacitate the shooter.
3. Use extreme aggressiveness and improvise your weapons, including fire extinguishers, and chairs.

F. WEAPONS WITHOUT SHOOTING

A. Suspected Weapon On The Premises

1. Call 911.
2. **Do not confront the individual.**
3. Try to keep patrons away from the area until police arrive. If this is not possible, observe the suspect from a reasonable distance until police do arrive. Activate lock down procedures if necessary.
4. If the suspect leaves the premises, try to watch and determine the direction. Be ready to give police as complete a description as possible including vehicle tag number.
5. Contact your immediate supervisor.

6. Complete the incident report form and forward it to your immediate supervisor.

B. Observed Weapon On The Premises

1. Seek assistance from another staff member or supervising adult in reporting the incident.
2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. **IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.**

G. SUSPICIOUS BEHAVIOR

1. Approach the individual and ask if you can help.
2. If the individual does not appear to have legitimate business on the premises, ask the person to leave.
3. If the individual does not leave and/ or the suspicious behavior continues, call 911.
4. Contact your immediate supervisor.
5. Continue to observe the individual until police arrive.
6. Be ready to give police as complete a description of the behavior as possible.
7. Do not become involved in a confrontation with the individual.
8. If the behavior seems potentially threatening to your students, remove them to a safer area.
9. Complete the incident report form and forward it to your immediate supervisor.

H. CHILD ABUSE

1. Immediately record the suspected child abuse/neglect in daily log.
2. All staff are mandatory reporters and must report the suspected child abuse/neglect to law enforcement (including a school police department) on the day that it is observed and recorded and no later than 72 hours after the reasonable suspicion is formed.
3. Program Director must contact the Child Welfare Organization for parents/guardians, when appropriate, about observed abuse or neglect within 24 hours of the observation.
4. Staff must record all observations, phone calls and contacts made.
5. If immediate help is required, call Police Department or 911.
6. Contact your immediate supervisor.
7. Complete the incident report form and forward it to your immediate supervisor.
(Remember: All information about children and families is **confidential**)

Definitions Of Child Abuse:

1. **Physical Abuse** – any injuries from shaking, beating, striking, burning. Any suspected sexual abuse.
2. **Physical Neglect** – failure to provide basic necessities such as food, clothing, shelter, medical attention or proper supervisor

I. PERSONNEL HARASSMENT

1. Remain Calm.
2. Do not respond to the person in a confrontational manner
3. Involve your direct supervisor.
4. Ask and allow person to explain situation.
5. Listen and show concern.
6. If situation remains confrontational, ask the person to leave.
7. If you feel that you are in danger, call 911.
8. Complete the incident report form and forward it to your immediate supervisor.

J. POWER OUTAGE

1. Remain calm.
2. If participants are in danger, stop activity and move them to a safe place.
3. Contact your immediate supervisor. Notify the on-site maintenance staff.
4. Ask site personnel for available flashlight.
5. Complete the incident report form and forward it to your immediate supervisor.

K. MISSING CHILD

1. Remain calm.
2. Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Pre-determined procedures should be in place for the remainder of the program hours.)
3. Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.
4. Notify the police at 911.
5. Notify the parent/guardian. Ask questions of the parent such as:
 - Does s/he know how to ride the bus?
 - Does s/he have any money?
 - Are there any places in the area that the child is familiar with such as a playground or picnic area?
 - Are there any relatives or friends in the area where the child would be likely to go?

6. Gather all vitals – Picture or description, registrations/applications and clothes child was wearing. The police will need this information to assist in finding the child as quickly as possible.
7. If you or your staff assists in the search, ask neighbors for help. Many people are able and willing to do whatever it takes to help find a missing child.
8. Complete the incident report form and forward it to your immediate supervisor.

L. ABDUCTION

1. **Remain Calm**
2. Call 911.
3. Report abduction, or attempted abduction to your immediate supervisor.
4. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
5. If the person is seen taking the child into an automobile, note the color and make of automobile and attempt to memorize the license plate or at least a portion of it. Note the direction or street the automobile is traveling.
6. Treat custody dispute problems as a possible child abduction.

M. CONTROLLED SUBSTANCE (Drugs/Alcohol)

1. Be ready to provide as complete a description of the suspect as possible.
2. Call 911. Give 911 operator as complete a description of the suspect, the behavior, the type of controlled substance, if known, and vehicle tag number.
3. **Do not approach the suspect.**
4. If suspect leaves before police arrive, note the direction, type of vehicle, etc. Do not attempt to follow the suspect.
5. Call your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

N. SEXUAL HARASSMENT

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. **All allegations** of sexual harassment, regardless of the nature, must be investigated.
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
 - What did the person say?
 - What did the person do that made you feel uncomfortable?

- When did this happen?
 - How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
 4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
 5. *If allegations of physical touching, CALL POLICE and your immediate supervisor. **Sexual Assault Procedures** should be initiated (see page 12).*

O. SEXUAL ASSAULT

1. Isolate and secure the victim and the assault area.
2. Call 911.
3. Do not leave the victim alone. Ensure the victim is in a safe place, and assist in making them comfortable.
4. Remain calm and reassure patrons that all possible actions are being take to care for the injured person and to protect others.

Note: For Sexual Assaults:

1. Notify supervisor.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Provide the victim with privacy.
4. Secure the crime scene. Protect any potential evidence.
5. **DO NOT USE THE VICTIM'S NAME** on two-way radios or release the victim's identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist law enforcement officials as requested.
8. Complete the incident report form and forward it to your immediate supervisor.

P. TACTICAL SITUATION

1. If inside, take all participants to a central area. Keep away from windows and doors and secure all entry doors.
2. If outside and time permits take all participants to an indoor central location.
3. Call your supervisor immediately – they will determine who to contact.
4. Call parents/guardian to inform them of the situation.
5. Do not release anyone until the police say it is safe to do so.

6. Do not release any information to the media. Let the police or a public relations representative have that responsibility.
7. Complete the incident report form and forward it to your immediate supervisor.

Q. BOMB THREATS

ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. **DO NOT** try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
 - **WHEN** will the device explode?
 - **WHERE** is the device?
 - **WHAT** kind of device is it?
 - **WHAT** does it look like?
 - **WHY** did you place the device?
 - **WHO** are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 - Time of call
 - Exact words of caller
 - Male or female sounding voice
 - Is there a detectable accent
 - Voice tone, pitch, meter
 - Speech skills, inflections
 - Is the voice familiar
 - Background noise
 - Time the call is terminated
6. **CALL 911 immediately.** Answer all questions asked of you. Follow any instructions give by the 911 operator.
 - **DO NOT TOUCH SUSPICIOUS OBJECTS.**
 - **DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**
 - **DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS**
7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of The Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #21-02

COMPENSATION

- I. The total compensation for the Primary Services, including reimbursement for actual expenses, shall not exceed Two Million Five Hundred Thousand Dollars (\$2,500,000.00) and “Additional Services” not to exceed Two Hundred Fifty Thousand (\$250,000.00) payable through reimbursement as outlined in Exhibit A-0. If the amount of the funding is modified, the Parties agree to amend the costs accordingly through written amendment.
- II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed Forty-Five Dollars (\$45.00) per hour without written authorization from the District Superintendent or his designee.
- III. Within the grant amount, the District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:
 - A. Monthly expenditure report by school.
 - B. Certification that all employees, agents and contractors that will have contact with students and for whom a certificate has not been previously provided have been properly fingerprinted and TB tested.
 - C. Line items for all personnel describing the work performed, the number of hours worked, and the hourly rate.
 - D. Line items for all supplies properly charged to the Services.
 - E. Line items for all travel properly charged to the Services.
 - F. Line items for all equipment properly charged to the Services.
 - G. Line items for all materials properly charged to the Services.
 - H. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #21-02

INSURANCE

I. **Insurance Requirements.** Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. **Minimum Scope of Insurance.** Coverage shall be at least as broad as:

1. Commercial General Liability coverage of not less than two million dollars (\$2,000,000) in the aggregate and one million dollars (\$1,000,000) per occurrence.

2. Auto liability insurance with limits of not less than one million dollars (\$1,000,000).

3. Insurance coverage should include:

- a. owned, non-owned and hired vehicles;
- b. blanket contractual;
- c. broad form property damage;
- d. products/completed operations; and
- e. personal injury.

4. Workers' Compensation insurance as required by the laws of the State of California.

5. Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.

6. Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	\$1,000,000
Architects	\$1,000,000 or \$2,000,000
Physicians and Medical Corporations	\$5,000,000

Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination

Not Project Related

Project #21-02

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

1. District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

2. Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

3. Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

4. Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this Agreement, certificates of insurance or evidence of self-insurance coverage necessary to satisfy District that the insurance provisions of this Agreement have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

Not Project Related

Project #21-02

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #21-02

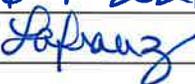
CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultants are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **CITY OF OXNARD**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 6-7-2021

By: 

Lisa A. Franz
Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section C: Academic Agreement

Approval of Agreement #21-176 – Art Trek, Inc. (DeGenna/Zaidi)

Art Trek, Inc. will work with Ritchen School to provide on-site/in person Art Trek Site Instructors during the 2021-2022 school year. Students will work in journals, and instruction will include significant and useful vocabulary, as well as bits of phrases and fun art information. The journals will be used for practice, information, and final projects.

Term of Agreement: February 17, 2022 through March 11, 2022

FISCAL IMPACT:

Not to Exceed \$9,500.00 – Title I

RECOMMENDATION:

It is the recommendation of the Principal, Ritchen School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-176 with Art Trek, Inc.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-176, Art Trek, Inc. \(1 Page\)](#)
[Certificate of Insurance \(4 Pages\)](#)



ART TREK, INC.

A 501 (C) (3) non-profit organization

2021-2022 AGREEMENT FOR SITE INSTRUCTIONAL SERVICES

This Agreement for Instructional Services between Ritchen Elementary School with its address at 2200 Cabrillo Way, Oxnard CA 93030 and Art Trek, with its principal office at 703 Rancho Conejo Blvd. Newbury Park, CA 91320.

Ritchen Elementary finds that **ART TREK** is willing to perform certain work described in accordance with the provisions of this Agreement. In consideration of this mutual agreement set forth herein and intending to be legally bound, the parties hereto agree as follows:

TERM of SERVICES for February 17 to March 11, 2022.

ART TREK shall provide the following services to your school:

- Art Trek Site Instructors for 16 days from 8:45-2:30 (5.75 hours per day)
 - Pre K classes for a total of 8 hours for the session
 - These classes will be on site/in person
 - Materials included

PAYMENT: Art Trek will be paid as follow

- **Program Fee:** To be paid for the number of hours @ \$ 95.00 per hour

5.75 hours per day for set up, clean up and art instruction for 6 classes

16 days x 5.75 hours = 92 hours

92 hours + 8 Pre K hours = 100 hours X \$95 = \$9500.00

TOTAL for 4-week program = \$9500.00

INVOICING

An invoice will be mailed monthly for payment. Payment is due upon receipt.

This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of California. Venue for purposes of legal action shall be Ventura County, California.

If this Agreement meets with your approval, please sign, date, and return so we can move forward!



Nan Young- Director

January 24, 2022
Date

Lisa A. Franz – Director, Purchasing

Date

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**GENERAL LIABILITY DELUXE ENDORSEMENT:
HUMAN SERVICES**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE

It is understood and agreed that the following extensions only apply in the event that no other specific coverage for the indicated loss exposure is provided under this policy. If such specific coverage applies, the terms, conditions and limits of that coverage are the sole and exclusive coverage applicable under this policy, unless otherwise noted on this endorsement. The following is a summary of the Limits of Insurance and additional coverages provided by this endorsement. For complete details on specific coverages, consult the policy contract wording.

Coverage Applicable	Limit of Insurance	Page #
Extended Property Damage	Included	2
Limited Rental Lease Agreement Contractual Liability	\$50,000 limit	2
Non-Owned Watercraft	Less than 58 feet	2
Damage to Property You Own, Rent, or Occupy	\$30,000 limit	2
Damage to Premises Rented to You	\$1,000,000	3
HIPAA	Clarification	4
Medical Payments	\$20,000	5
Medical Payments -- Extended Reporting Period	3 years	5
Athletic Activities	Amended	5
Supplementary Payments -- Bail Bonds	\$5,000	5
Supplementary Payment -- Loss of Earnings	\$1,000 per day	5
Employee Indemnification Defense Coverage	\$25,000	5
Key and Lock Replacement -- Janitorial Services Client Coverage	\$10,000 limit	6
Additional Insured -- Newly Acquired Time Period	Amended	6
Additional Insured -- Medical Directors and Administrators	Included	7
Additional Insured -- Managers and Supervisors (with Fellow Employee Coverage)	Included	7
Additional Insured -- Broadened Named Insured	Included	7
Additional Insured -- Funding Source	Included	7
Additional Insured -- Home Care Providers	Included	7
Additional Insured -- Managers, Landlords, or Lessors of Premises	Included	7
Additional Insured -- Lessor of Leased Equipment	Included	7
Additional Insured -- Grantor of Permits	Included	8
Additional Insured -- Vendor	Included	8
Additional Insured -- Franchisor	Included	9
Additional Insured -- When Required by Contract	Included	9
Additional Insured -- Owners, Lessees, or Contractors	Included	9
Additional Insured -- State or Political Subdivisions	Included	10

K. Key and Lock Replacement – Janitorial Services Client Coverage

SECTION I – COVERAGES, SUPPLEMENTARY PAYMENTS – COVERAGES A AND B is amended to include the following:

We will pay for the cost to replace keys and locks at the "clients" premises due to theft or other loss to keys entrusted to you by your "client," up to a \$10,000 limit per occurrence and \$10,000 policy aggregate.

We will not pay for loss or damage resulting from theft or any other dishonest or criminal act that you or any of your partners, members, officers, "employees", "managers", directors, trustees, authorized representatives or any one to whom you entrust the keys of a "client" for any purpose commit, whether acting alone or in collusion with other persons.

The following, when used on this coverage, are defined as follows:

- a. "Client" means an individual, company or organization with whom you have a written contract or work order for your services for a described premises and have billed for your services.
- b. "Employee" means:
 - (1) Any natural person:
 - (a) While in your service or for 30 days after termination of service;
 - (b) Who you compensate directly by salary, wages or commissions; and
 - (c) Who you have the right to direct and control while performing services for you; or
 - (2) Any natural person who is furnished temporarily to you:
 - (a) To substitute for a permanent "employee" as defined in Paragraph (1) above, who is on leave; or
 - (b) To meet seasonal or short-term workload conditions;
 while that person is subject to your direction and control and performing services for you.
 - (3) "Employee" does not mean:
 - (a) Any agent, broker, person leased to you by a labor leasing firm, factor, commission merchant, consignee, independent contractor or representative of the same general character; or
 - (b) Any "manager," director or trustee except while performing acts coming within the scope of the usual duties of an "employee."
- c. "Manager" means a person serving in a directorial capacity for a limited liability company.

L. Additional Insureds

SECTION II – WHO IS AN INSURED is amended as follows:

- 1. If coverage for newly acquired or formed organizations is not otherwise excluded from this

- (g) Products which, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for the vendor; or
- (h) "Bodily injury" or "property damage" arising out of the sole negligence of the vendor for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:
 - (i) The exceptions contained in Sub-paragraphs (d) or (f); or
 - (ii) Such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products.
- (2) This insurance does not apply to any insured person or organization, from whom you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing.
- J. **Franchisor** – Any person or organization with respect to their liability as the grantor of a franchise to you.
- k. **As Required by Contract** – Any person or organization where required by a written contract executed prior to the occurrence of a loss. Such person or organization is an additional insured for "bodily injury," "property damage" or "personal and advertising injury" but only for liability arising out of the negligence of the named insured. The limits of insurance applicable to these additional insureds are the lesser of the policy limits or those limits specified in a contract or agreement. These limits are included within and not in addition to the limits of insurance shown in the Declarations
- I. **Owners, Lessees or Contractors** – Any person or organization, but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" caused, in whole or in part, by:
 - (1) Your acts or omissions; or
 - (2) The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured when required by a contract.

With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "bodily injury" or "property damage" occurring after:

- (a) All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or
- (b) That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section C: Academic Agreement

Approval of Agreement #21-178 – Positive Adventures, LLC (DeGenna/Shea)

Positive Adventures, LLC will provide an Educational Outdoor Program for 5th grade classes from 17 school sites in Oxnard School District. The program includes a 2-3 hour on-campus team building experience, followed by a full day outdoor education trip to Camp Lawrence Daley at Mt. Crags & Camp Gilmore to include Environmental Science Lessons.

Term of Agreement: March 1, 2022 through September 30, 2022

FISCAL IMPACT:

\$174,000.00 – Title 1 and ELO Program Funds

RECOMMENDATION:

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-178 with Positive Adventures, LLC.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-178, Positive Adventures, LLC \(9 Pages\)](#)

OSD AGREEMENT #21-178

Positive Adventures, LLC Services Agreement

Oxnard School District – 5th Grade Spring Outdoor Education – On Campus/Malibu, CA

This agreement (the "Agreement") is between *Positive Adventures, LLC* ("Outfitter") and *Oxnard School District* ("Client") and is effective as of the date of board approval ("Effective Date") by the Oxnard School District Board of Trustees who in consideration of the mutual agreements and covenants contained herein, and for good and valuable consideration, the receipt of which is hereby acknowledged, agree as follows:

Engagement. Client hereby engages Outfitter on an exclusive basis and Outfitter accepts engagement as an independent contractor to Client, pursuant to the terms set out in this Agreement.

Compensation. Client agrees to pay for services rendered under this Agreement in accordance with Exhibit A, plus all applicable state and local taxes that may be payable by Client, including but not limited to sales/use tax, excise tax and gross receipts tax.

Outfitter Services. Outfitter will provide an "Educational Outdoor Program" (the "Program") for the 5th Grade class at seventeen (17) schools. The Program includes a 2-3-hour on-campus team building experience, followed by a full day outdoor education trip at Camp Lawrence Daley at Mt. Crags & Camp Gilmore.

Cohorts: The cohorts consisting of (2) 5th Grade classes each, will participate in the program during the following dates and times:

Cohort	Max # Kids	On Campus	Start/End Times	Field Trip	Start/End Times	Schools Assigned
1		3/10/2022	TBD	3/11/2022	TBD	TBD(2 Schools Per Day)
2		3/22/2022	TBD	3/23/2022	TBD	TBD(2 Schools Per Day)
3		3/24/2022	TBD	3/25/2022	TBD	TBD(2 Schools Per Day)
4		5/31/2022	TBD	6/1/2022	TBD	TBD(2 Schools Per Day)
5		6/2/2022	TBD	6/3/2022	TBD	TBD(2 Schools Per Day)
6		6/7/2022	TBD	6/8/2022	TBD	TBD(2 Schools Per Day)
7		6/9/2022	TBD	6/10/2022	TBD	TBD(2 Schools Per Day)
8	TBD	TBD	TBD	TBD	TBD	TBD

The Program is facilitated and instructed using experiential education methods, including, but not limited to:

- Leadership Development Experiences
- Team Building Activities
- Environmental Science Lesson Plans

Location/Time: The location for the Program will be held at the following locations or an alternative location(s) mutually agreed by Outfitter and Client. The specific times of programming will be determined in the operations phase.

Day 1: Team Building Day - On two (2) Designated School Campuses by Cohort

Day 2: Environmental Science Adventure - Camp Lawrence Daley at Mt. Crags & Camp Gilmore 26801 Dorothy Drive, Calabasas, CA 91302

Outfitter Responsibilities:

- Provide an experience-based program, as indicated above and below;
- Provide staff to student ratios for all activities that are in accordance with Positive Adventures' standards;
- Maintain current liability insurance, as indicated below;
- Information about the Program will be provided to the Client;

- Outfitter shall ensure that all of its staff that have contact with Client’s students during the Program have satisfactorily passed a background check for criminal records, including sexual abuse and molestation, and completed a live scan biometric fingerprint screen;
- Outfitter shall have an emergency response plan in place for emergencies that may occur during the Program, including, but not limited to, natural disasters and medical emergencies. A document outlining Outfitter's emergency response plan will be provided to Client for review prior to the Program start date;
- Outfitter is responsible to safely secure and keep private all Personal Health Information provided by Client. In the event there is an accidental or intentional disclosure of the Personal Health Information in Outfitter's care, custody or control, Outfitter is responsible for all costs incurred (fines, penalties, defense, indemnification & remediation) as a direct result of such accidental or intentional disclosure;

Client and Program Participant Responsibilities:

- Provide at least eight (8) chaperones per school for the duration of the Program;
- Provide transportation and travel to and from the Program Location;
- Distribute to all Program participants and chaperones, and collect from all Program participants and chaperones, signed Participant Program Information (including Medical History for and Release Form);
- Turn in completed outdoor education emergency forms separated into seven (7) Trail Groups per school containing up to 14 students and at least one (1) chaperone in each Trail Group no later than 14 days prior to the Program (the “Packet Due Date”);
- Inform Program participants about the nature of Program;
- Client must notify Outfitter of the final number of Program participants two weeks prior to the program date
- Client will return the majority of the completed Program participant information, waivers and medical forms, to Outfitter by Packet Due Date, as well applicable information, waiver and medical forms required for Program chaperones. Client shall coordinate with Program participants in order to ensure the timely return of completed Program participant information, waivers and medical forms. It is understood and agreed by both Outfitter and Client that, due to late Program participant enrollment, several Program participant information, waiver and medical forms may be turned in after this due date. In order to give Outfitter adequate review time for any potential risk management issues, Client must provide Outfitter any and all late Program participant forms as soon as reasonably practical on Client's receipt of the late forms. Should late forms be flagged by Outfitter at Outfitter's sole discretion, Client agrees and accepts that there is the potential of delaying involvement of certain Program participants in the Program until the risk is mitigated and resolved to the reasonable satisfaction of Outfitter;
- When Client returns Program participant and/or Program chaperone information, waiver and/or medical forms after the Packet Due Date, it is understood and agreed by both Client and Outfitter that Outfitter may be unable to accommodate the medical needs and any individual needs of any and all Program participants or Program chaperones where forms are received late;
- Designate certain individuals and/or entities as "on-call personnel," who will be contacted by Outfitter in the event of an emergency or evacuation during the Program (the "On-Call Personnel"). By the Packet Due Date, Client will notify Outfitter of the designated On-Call Personnel, and provide Outfitter with the contact information and location of the On-Call Personnel;

Additional Responsibilities. Client and Outfitter each acknowledge and agree that additional responsibilities, in addition to those listed above, may be required of both Client and Outfitter before, during and after the Program. Similarly, certain responsibilities listed above may not apply to the current Program. In order to effectuate the intent of this Agreement and to provide the Program as agreed, in the most efficient manner, Client and Outfitter each agree to comply with any and all reasonable requests related to the addition and/or removal of Client and/or Outfitter responsibilities. Should any of the responsibilities listed above with regard to Outfitter or Client not apply or not be necessary to the current Program, either Outfitter or Client will advise the other party of such removal of responsibility as soon as practicable.

Medical Form & Waiver. Program Paperwork including waivers and medical forms may be available to the Client in digital form. Digital outdoor education forms must be completed fourteen (14) days prior to the Program (the “Packet Due Date”).

Mail All Program Participant and Program Chaperone Medical Forms and Waivers Using a Tracked Carrier To:

Positive Adventures, LLC
Attention: Outdoor Education Department
4907 Morena Blvd, Suite 1401
San Diego, CA 92117

Compensation: Client agrees to pay the fees to Outfitter as provided on Exhibit A attached hereto and incorporated herein.

Emergency Contact: Outfitter's emergency contact number is 858-239-4400. Client will provide emergency contact phone number(s) for its On-Call Personnel to Outfitter by the Packet Due Date.

Cancellation: In the sole discretion of Outfitter, Outfitter reserves the right to substitute Program offerings, venues, or activities due to weather, natural disasters, Program participant and/or Client readiness, or any and all other unforeseen circumstances including Force Majeure. In the event the Program is cancelled for reasons listed above or otherwise, Outfitter and Client agree to reschedule the Program for a mutually agreeable date and time within six (6) months of the originally scheduled Program rather than cancel the Program. Client acknowledges and agrees that Outfitter incurs an increasing amount of expenses as the scheduled Program approaches, including expenditures related to business overhead, regardless of whether the Program takes place. If prior to cancellation Outfitter incurs any non-refundable expenditures, a rescheduling fee will apply.

Client and Outfitter agree to the following refund schedule if either party cancels or postpones the scheduled Program and/or Program service including due to Force Majeure:

- 50% of the First Deposit is non-refundable and non-transferable to a future program.
- Any cancellation of the Program more than thirty (30) days before the Program start date, and where the Program is not timely rescheduled, the Outfitter will retain the First Deposit and any additional charges incurred by Outfitter related to the additions and/or changes made to the Program by Client.
- In the event the Program is canceled with less than thirty (30) days' notice and not timely rescheduled, Client must pay the total Program fee, including any additional charges incurred by Outfitter related to the additions and/or changes made to the Program by Client.

Authority. Outfitter provides the Services as an independent contractor. Notwithstanding anything to the contrary in this Agreement, neither Client nor Outfitter may bind the other in any way, whether orally or in writing. The parties acknowledge that neither Outfitter nor any agent, employee, officer, representative or independent contractor of or retained by Outfitter is or may be deemed to be an employee, partner, joint venturer or agent of or with Client by reason of this Agreement.

Other Vendors. Client agrees that Outfitter may arrange for independent contractors and third-party vendors to provide certain services to Client. While Outfitter ensures that all Outfitter staff that are brought into contact with Client's students during the Program will have satisfactorily passed a background check for criminal records, including sexual abuse and molestation, and completed a live scan biometric fingerprint screen, Outfitter does not represent, and Client expressly acknowledges, that any and all independent contractors and/or third party vendors brought by Outfitter into contact with the Client will have satisfactorily passed a background check for criminal records including sexual abuse and molestation or completed a live scan biometric fingerprint screen.

Confidentiality. From time to time during the Term of this Agreement, either party (as the "Disclosing Party") may disclose or make available to the other party (as the "Receiving Party") information about its business affairs, products/services, confidential intellectual property, trade secrets, third-party confidential information and other sensitive or proprietary information whether orally or in written, electronic or other form or media, and whether or not marked, designated or otherwise identified as "confidential" (collectively, "Confidential Information"). Confidential Information shall not include information that, at the time of disclosure: (i) is or becomes generally available to and known by the public other than as a result of, directly or indirectly, any breach of this Section by the Receiving Party or any of its directors, officers, employees, agents, advisors or consultants ("Representatives"); (ii) is or becomes available to the Receiving Party on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information; (iii) was known by or in the possession of the Receiving Party or its Representatives prior to being disclosed by or on behalf of the Disclosing Party; (iv) was or is independently developed by the Receiving Party without reference to or use, in whole or in part, of any of the Disclosing Party's Confidential Information.

Party's Confidential Information; or (v) is required to be disclosed pursuant to applicable federal, state or local law, regulation or a valid order issued by a court or governmental agency of competent jurisdiction.

The Receiving Party shall: (A) protect and safeguard the confidentiality of the Disclosing Party's Confidential Information with at least the same degree of care as the Receiving Party would protect its own Confidential Information, but in no event with less than a commercially reasonable degree of care; (B) not use the Disclosing Party's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (C) not disclose any such Confidential Information to any person or entity, except to the Receiving Party's Representatives who need to know the Confidential Information to assist the Receiving Party, or act on its behalf, to exercise its rights or perform its obligations under this Agreement. The Receiving Party shall be responsible for any breach of this Section caused by any of its Representatives. On the expiration or termination of this Agreement, the Receiving Party shall promptly return, and shall require its Representatives to return to the Disclosing Party all copies, whether in written, electronic or other form or media, the Disclosing Party's Confidential Information, or destroy all such copies and certify in writing to the Disclosing Party that such Confidential Information has been destroyed. In addition to all other remedies available at law, the Disclosing Party may seek equitable relief against the Receiving Party and its Representatives to prevent the breach or threatened breach of this Section. The terms of this Agreement are in addition to the terms of any separate non-disclosure agreement in effect between the parties, and in the event of any inconsistency between the terms of such agreements, those terms which are most protective of the Confidential Information shall prevail.

Insurance and Indemnification. Client will fully defend, indemnify, and hold harmless (collectively "indemnify" and "indemnification") Outfitter and its directors, officers, employees, agents, and any and all affiliates (collectively, "Indemnified Parties") from and against all third-party claims, demands, actions, suits, damages, liabilities, losses, settlements, judgments, costs and expenses (including but not limited to reasonable attorneys' fees and costs), arising out of or relating to the Program, in each case whether or not caused by the negligence of Outfitter or any other Indemnified Party and whether or not the relevant claim has merit, except for third party claims that directly arise out of Program Services that are staffed, supervised, or controlled directly and solely by Outfitter.

Outfitter will fully defend, indemnify, and hold harmless (collectively "indemnify" and "indemnification") Client and its directors, officers, employees, agents, and any and all affiliates (collectively, "Indemnified Parties") from and against all third-party claims, demands, actions, suits, damages, liabilities, losses, settlements, judgments, costs and expenses (including but not limited to reasonable attorneys' fees and costs) directly caused by the negligence of Outfitter and whether or not the relevant claim has merit, except for claims that arise out of Program services that are staffed, supervised or controlled by Client or where Outfitter personnel are not present or responsible for Client (i.e. free time, after 10 pm, overnight, and morning before 9 am).

Insurance.

- Ten (10) days prior to the start of Program, certificates of insurance evidencing the following will be provided by each respective party to the other, and shall evidence the continuous and uninterrupted insurance coverage throughout the term of the Program(s). Both parties shall list the other as an "additional insured," including a mutual waiver of subrogation unless specifically modified below.
- All insurance policies to be written on an "occurrence form."
- Each insurance policy shall name the respective party as an additional insured, with the exception of the workers compensation policy, which will provide evidence of the coverage.
- Insurance carriers shall be California admitted and rated by the most current edition of AM Best at least A- / IX.
- Commercial General Liability insurance policy limits must be at least \$2 Million each occurrence and \$4 Million annual aggregate, and must cover all activities, programs, products, and completed operations of the insured. There must be no exclusion for sexual abuse or molestation. Policy limits for sexual abuse and molestation will meet all district requirements.
- Commercial Automobile insurance policy with a minimum limit of \$1 Million combined single limit.
- Evidence of California Workers' Compensation insurance coverage, including a waiver of subrogation in favor of Client is also required. Outfitter shall also require all of its subcontractors, vendors, independent contractors to maintain the same types and limits and extensions of insurance required of Outfitter under this contract.
- Copies of insurance policies may be requested by either party.
- No insurance policy may be cancelled without thirty (30) days' prior written notice to the other party to this Agreement.

- Since it is believed to be a responsibility of participants, Outfitter does not provide health, medical, dental, vision, or accident insurance to cover Program participants. Program participants who are not covered by other policies are encouraged to purchase trip insurance for the duration of the Program.

Permits/Licenses. Outfitter agrees to secure and maintain in force all permits and licenses required by law for the provision of the services in the Agreement.

Affirmative Action Employment. Outfitter and Client agree not to engage in unlawful discrimination or harassment in employment of persons of any protected class.

Warranties and Disclaimer. **OUTFITTER PROVIDES THE SERVICES “AS-IS” WITHOUT WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY AND ALL IMPLIED WARRANTIES OF QUALITY, PERFORMANCE, MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, ALL OF WHICH ARE SPECIFICALLY DISCLAIMED. OUTFITTER DOES NOT WARRANT OR MAKE ANY REPRESENTATION REGARDING THE USE, VALIDITY, ACCURACY, OR RELIABILITY OF THE SERVICES, OR THAT THE SERVICES WILL YIELD ANY PARTICULAR RESULT.** Client represents and warrants that all Confidential Information provided by Client to Outfitter in connection with the Services are owned by Client and Outfitter’s use of Confidential Information will not violate or infringe upon the intellectual property or proprietary rights of any third party or violate any law, rule or regulation.

Limitation of Liability. **TO THE FULLEST EXTENT PERMITTED BY LAW AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, IN NO EVENT WILL OUTFITTER BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL OR PUNITIVE DAMAGES OR EXPENSES OR LOST PROFITS (REGARDLESS OF HOW CHARACTERIZED AND EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES) UNDER OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OR ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, STATUTORY LIABILITY OR OTHERWISE). IN NO EVENT WILL OUTFITTER’S LIABILITY TO CLIENT OR ANY THIRD PARTY EXCEED (IN THE AGGREGATE) THE AMOUNT PAID BY CLIENT TO OUTFITTER FOR SERVICES RENDERED.**

Governing Law and Venue. This Agreement is governed by and construed in accordance with the laws of the State of California.

Venue and Jurisdiction. All actions and proceedings arising in connection with this Agreement must be tried and litigated exclusively in the state and federal courts located in San Diego County, California. Prior to litigating or formally arbitrating any dispute arising out of this Agreement, Outfitter and Client agree to first meet and confer within seven (7) day of receiving notice of a dispute and work together to resolve the dispute informally. If such meet and confer efforts are not successful, the parties may mutually agree to submit any dispute arising out of this Agreement to mediation and proceed to arbitration or litigation only if mediation is unsuccessful.

Counterparts and Exhibits. This Agreement may be executed in counterparts, each of which is deemed an original and all of which together constitute one document. Signature pages to this Agreement may be delivered to a party by fax, pdf or similar electronic means and such pages shall constitute an original for all purposes under this Agreement. All exhibits attached to and referenced in this Agreement are incorporated into this Agreement.

Attorneys’ Fees. The prevailing party(ies) in any litigation, arbitration, mediation, bankruptcy, insolvency or other proceeding (“Proceeding”) relating to the enforcement or interpretation of this Agreement may recover from the non-prevailing party(ies) all costs, expenses, and reasonable attorney’s fees (including expert witness fees and other reasonable fees and costs) relating to or arising out of (i) the Proceeding (whether or not the Proceeding proceeds to judgment), and (ii) any post-judgment or post-award proceedings, including, without limitation, one to enforce or collect any judgment or award resulting from the Proceeding and all appeals. All such judgments and awards must contain a specific provision for the recovery of all such subsequently incurred costs, expenses, and actual attorneys’ fees.

Modification. This Agreement may only be materially modified in a writing executed by both parties.

Headings. The paragraph headings in this Agreement: (i) are included only for convenience, (ii) do not in any manner modify or limit any of the provisions of this Agreement, and (iii) may not be used in the interpretation of this Agreement.

Prior Understandings. This Agreement and all documents specifically referred to and executed in connection with this Agreement: (i) contain the entire and final agreement of the parties to this Agreement with respect to the subject matter of this Agreement, and (ii) supersede all negotiations, stipulations, understandings, agreements, representations, and warranties, if any, with respect to such subject matter that precede the execution of this Agreement.

Partial Invalidity. Each provision of this Agreement is valid and enforceable to the fullest extent permitted by law. If any provision of this Agreement (or the application of such provision to any person or circumstance) is or becomes invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is held invalid or unenforceable, are not affected by such invalidity or unenforceability unless such provision or the application of such provision is essential to this Agreement.

Successors-in-Interest and Assigns. Outfitter may, without the consent of Client, assign this Agreement or delegate the performance of all or part of its obligations and duties hereunder, to an Affiliate of Outfitter. This Agreement may not be otherwise assigned without the written consent of both parties, which will not be unreasonably withheld. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under this Agreement on any person or party other than the parties hereto and their respective successors and assigns. As used herein, the term "Affiliate" shall mean any corporation or other business entity controlled by, controlling or under common control with such party.

Notices. Any Notice or other communication required under this Agreement ("Notice") must be in writing. Notice is duly given to another party upon: (i) hand delivery to the other party, (ii) receipt by the other party when sent by email to the address and number for such party set forth below (provided, however, that the Notice is not effective unless a duplicate copy of the email Notice is promptly given by one of the other methods permitted under this paragraph), (iii) three (3) business days after the Notice is deposited with the United States Postal Service as first-class, certified mail, return receipt requested, postage pre-paid, and addressed to the party as set forth below, or (iv) the next business day after the Notice is deposited with a reputable overnight delivery service, postage pre-paid, addressed to the party as set forth below with next-business-day delivery guaranteed, provided that the sending party receives a confirmation of delivery from the delivery service provider.

To Outfitter: Positive Adventures, LLC
 Attn: Positive Adventures CEO
 4907 Morena Blvd, Suite 1401
 San Diego, CA 92117
 ryan@positiveadventures.com

To Client: Oxnard School District
 Attn: Ginger Shea
 1051 South A Street
 Oxnard, CA 93030
 805-636-6705
 gshea@oxnardsd.org

Waiver. Any waiver of a default or provision under this Agreement must be in writing. No such waiver constitutes a waiver of any other default or provision concerning the same or any other provision of this Agreement. No delay or omission by a party in the exercise of any of its rights or remedies constitutes a waiver of (or otherwise impairs) such right or remedy. A consent to or approval of an act does not waive or render unnecessary the consent to or approval of any other or subsequent act.

Drafting Ambiguities. Each party to this Agreement has reviewed and revised this Agreement and has had the opportunity to have such party's legal counsel review and revise this Agreement. The rule of construction that ambiguities are to be resolved against the drafting party or in favor of the party receiving a particular benefit under an agreement may not be employed in the interpretation of this Agreement or any amendment to this Agreement.

Third Party Beneficiaries. Nothing in this Agreement is intended to nor shall confer any rights or remedies on any person or entity other than the parties to this Agreement and their respective successors-in-interest and permitted assignees.

Force Majeure. The obligations of Outfitter hereunder shall be excused during any period of delay caused by matters such as strikes; acts of God; pandemics; epidemics; natural disasters including, but not limited to fires and floods; shortages of raw material or power; governmental actions or compliance with governmental requirements, whether voluntary or pursuant to order; or any other matter beyond the reasonable efforts of Outfitter to control.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date last written below.

[Continued on following page]

Signors are authorized by the parties to sign for the organizations:

For Positive Adventures, LLC:

Signature

Name

Title

Date

For Oxnard School District:

Signature

Lisa A. Franz

Name

Director, Purchasing

Title

Date

EXHIBIT A

Compensation:

On-Campus Adventure Leadership and Team Building Day

Client shall pay US \$45 per student, \$0 per chaperone for each Program. The minimum fee for this Program is US \$3,375 per school (75 students/8 chaperones) (the "Minimum Program Tuition"). \$45 each additional student and \$0 each additional chaperone.

Total Minimum On-Campus Adventure Leadership and Team Building Day Program Tuition based on 17 schools: \$54,000

Malibu Canyon Outdoor Environmental Science Day

Client shall pay US \$100 per student, \$0 per chaperone for each Program. The minimum fee for this Program is US \$7,500 per school (75 students, 8 chaperones) (the "Minimum Program Tuition"). \$100 each additional student and \$0 each additional chaperone.

Total Minimum Malibu Canyon Outdoor Environmental Science Day Program Tuition based on 17 schools: \$120,000

Total Minimum Program Tuition based on 17 schools for both programs: \$174,000. Final invoices for additional students will be submitted for payment within 14 days of each program.

If any additions or changes are made before or during the Program, and additional charges are incurred by Outfitter related to the additions and/or changes made to the Program, an invoice shall be provided by Outfitter to Client immediately after the Program (the "Additional Charges Invoice"). The Additional Charges Invoice provided after the Program, if applicable, will include costs associated with any and all additional Program participants over the required minimum, as well as any and all activity fees for any Program activities requested by Client that are above and beyond the scope of this Agreement. Where required by law, appropriate sales tax will be charged to taxable items.

Payment of the Additional Charges Invoice, if applicable, shall be due by Client within two weeks of the date of the Additional Charges Invoice.

Payment Schedule: A copy of this signed Agreement, received by Outfitter at the address listed above by no later than Two Weeks from Today shall reserve the Program dates and venue identified at the top this Agreement. Client agrees to pay a non-refundable deposit ("First Deposit") upon signing and agrees to the following payment schedule for each Program:

Deposit Type	Amount Due	Due Date
First Deposit/Payment	\$100,000	February 28, 2022
Final Payment	\$74,000.00	June 15th, 2022
Total Program Fee	\$174,000.00	Due In Full June 15th, 2022

Remit Payment to:

Positive Adventures, LLC
4907 Morena Blvd, Suite 1401
San Diego, CA 92117

Late Fee Penalty: If the total \$174,000.00 Minimum Program Tuition is not received by the balance due date indicated in the above payment schedule, a 18 percent (18%) annum, or the maximum allowed by law, late charge shall be added each week to the balance due until the full Minimum Program Tuition is received. If an Additional Charges Invoice is issued by Outfitter to Client, and the balance of the Additional Charges Invoice is not paid within two weeks of Client's receipt, an eighteen percent (18%) annum, or the maximum allowed by law, late charge will be added each week to the balance of the Additional Charges Invoice until the balance is paid.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #21-180 and Award of RFP #21-02 Purchase and Installation of Wireless Access Points (Aguilera-Fort/Mitchell)

RFP's were solicited for the Purchase and Installation of Wireless Access Points (WAP) RFP #21-02, pursuant to Public Contract Code Section 20110. One (1) proposal was received and opened on Friday, January 21, 2022 at 2:00pm. It is requested that the Board of Trustees approve Agreement #21-180 and award RFP #21-02 Purchase and Installation of Wireless Access Points, to STS Education, in the amount of \$1,520,452.87.

FISCAL IMPACT:

\$1,520,452.87 - E-Rate Funds = \$1,125,681.93 & ESSER-2 Funds = \$394,770.94

RECOMMENDATION:

It is the recommendation of the Superintendent, and the Chief Information Officer, that the Board of Trustees approve Agreement #21-180 and award RFP #21-02 Purchase and Installation of Wireless Access Points to STS Education in the amount of \$1,520,452.87.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-180, STS Education \(2 Pages\)](#)
[Pricing Summary \(10 Pages\)](#)

AGREEMENT #21-180

This Agreement is entered into this 16th day of February 2022, by and between the Oxnard School District, hereinafter referred to as “District”, and STS Education hereinafter referred to as “Contractor”. In consideration of the promises and mutual covenants contained herein, it is agreed between the parties as follows:

I

TERM

The term of this Agreement shall commence upon execution of this agreement by all parties and shall continue through acceptance by the District of all required work and final payment to Contractor. All indemnification provisions contained in the Agreement shall survive beyond the expiration of the Agreement. The term of this Agreement shall be from July 5, 2022 through August 31, 2022 (subject to change). However, upon mutual agreement by both parties (i.e., Contractor and the District), this agreement may be annually renewed for up to five (5) consecutive years.

II

WORK

Contractor shall perform and render all services as prescribed and required by the Notice to Bidders, Bid Proposal Form, Instructions to Bidders, General Conditions, Specifications, and all documents forming a part of bid package #21-02-WAP and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

III

NON-FUNDING

The services provided under this contract are contingent upon Oxnard School District receiving a formal federal E-Rate USAC/SLD letter of commitment or, when applicable, funding by the California Teleconnect Fund. District reserves the right to terminate the Agreement if the District is not fully funded, does not receive funds, or if funding is discontinued and no termination penalties shall apply.

IV

NON-APPROPRIATION OF FUNDS

Notwithstanding any other provision to the contrary, if for any fiscal year of this Agreement the Governing Board for any reason fails to appropriate or allocate funds for future payments under this Agreement, the District will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated and allocated.

V

TERMINATION

This Agreement may be terminated by the District upon thirty (30) days’ written notice to Contractor. The District’s right to terminate under this paragraph shall be in addition to any other rights reserved to District under this contract.

VI

COMPENSATION

Contractor shall be compensated for the performance of its obligations under this Agreement as specified in the executed Quotation Sheet(s), incorporated herein by reference.

VII

METHOD OF PAYMENT

Payment will be made after completion of all work and acceptance by the District, and receipt of auditable invoice.

VIII

CONTRACT DOCUMENTS

This Agreement shall include the terms and conditions specified in the Notice to Bidders, Bid Proposal Form, Instructions to Bidders, General Conditions, Specifications, and all documents forming a part of bid package #21-02-WAP, and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

IX

ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements or representations not specified in this Agreement. Contractor, by execution of the Agreement, acknowledges Contractor has read the Agreement, understands it, and agrees to be bound by its terms and conditions.

In Witness Whereof, the parties have caused this Agreement to be executed on their behalf by their fully authorized representatives.

CONTRACTOR:

DISTRICT:

STS Education _____

Oxnard School District _____

License No. _____

By _____

By _____

Title Director, Purchasing _____

Title _____

Date _____

Date: _____

Governing Board Date: _____

Quotation Pages - PRICING

Complete the following sections, answering all questions and providing complete cost itemization and breakdown as noted below. Bidders must include all applicable taxes, surcharges, and fees.

Bidder does hereby propose to provide all labor and materials, including all rates, fees, taxes, surcharges and any other costs associated with the performance of any contract pursuant to and in accordance with Oxnard School District Request For Proposal #21-02-WAP for the below sum of:

One Million Five Hundred And Twenty Thousand Four Hundred And Fifty Two Dollars with Eighty-Seven Cents Dollars (\$ 1,520,452.87)

Includes Taxes

IMPORTANT NOTE

ADDITIONAL PRICE ITEMIZATION AND BREAKDOWN REQUIRED

A complete unit price itemization and cost breakdown for all equipment and materials and services to be provided in the performance of any contract resultant from this Request For Proposal must be provided with the proposal. This itemization and breakdown shall be included in Section VII of the proposal. All prices must be stated in the units specified herein or trade standard units. Inserting more than one unit price for any one item may result in the rejection of the bid unless alternate bids are specifically requested. Each item must be considered separately and not in combination with other items, unless otherwise specified by the District in the bid form. In the case of error, unit prices will govern and extensions will be corrected. Failure to provide the required itemization and cost breakdown will result in rejection of the bid.

Price Summary Form

A sample "OSD_RFP_21_02_WAP_Pricing_Summary" is available in Excel format on the Oxnard website, <https://www.oxnardsd.org/Page/8454>, and the Form 470 on the USAC EPC Portal site, <http://www.usac.org/sl/tools/e-rate-productivity-center/default.aspx>. Bidders shall complete the pricing summary and include it with their bid response.

E-RATE FUNDING YEAR 2022-2023 BID PRICING RESPONSE- WAPs

Oxnard School District, BEN 143815

470# 220008076, RFP #21-02 WAP

Service Provider Name:	STS Education	Contact Name:	Robert Taylor
SPIN:	143046479	Contact E-mail:	robert.taylor@stseducation-us.com
Date Proposal Submitted:	1/21/2022	Contact Phone:	(866) 499-2580

Vendors should fill in the grey cells.
 You may add additional line items, if needed.
 Refer to RFP/470 for full details and any additional product specifications.
 Equivalent makes and models will be considered for all equipment listed below.

Product Type	Make (or equivalent)	Model# (or equivalent)	Equivalent Make (if applicable)	*Equivalent Model (if applicable)	Quantity	Unit Cost	Extended Cost	E-Rate eligible % of the Model	Extended Eligible Cost	Ineligible Cost Per Unit
BERNICE CURREN SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			54	851.89	46,002.06	100%	46,002.06	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,680.14	5,680.14	100%	5,680.14	0.00
Installation	NA	Installation for WAPs			1	20,737.50	20,737.50	100%	20,737.50	0.00
CESAR CHAVEZ SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			51	851.89	43,446.39	100%	43,446.39	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,399.28	5,399.28	100%	5,399.28	0.00
Installation	NA	Installation for WAPs			1	19,862.50	19,862.50	100%	19,862.50	0.00

CHRISTA MCAULIFFE SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			49	851.89	41,742.61	100%	41,742.61	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,274.42	5,274.42	100%	5,274.42	0.00
Installation	NA	Installation for WAPs			1	19,175.00	19,175.00	100%	19,175.00	0.00
DENNIS MCKINNA SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			30	851.89	25,556.70	100%	25,556.70	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	1,903.74	1,903.74	100%	1,903.74	0.00
Installation	NA	Installation for WAPs			1	11,675.00	11,675.00	100%	11,675.00	0.00
DRIFFILL SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			58	851.89	49,409.62	100%	49,409.62	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,680.14	5,680.14	100%	5,680.14	0.00
Installation	NA	Installation for WAPs			1	21,487.50	21,487.50	100%	21,487.50	0.00

Dr. Manuel M. Lopez Academy of Arts and Sciences										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			50	851.89	42,594.50	100%	42,594.50	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	4,338.12	4,338.12	100%	4,338.12	0.00
Installation	NA	Installation for WAPs			1	18,175.00	18,175.00	100%	18,175.00	0.00
ELM STREET SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			31	851.89	26,408.59	100%	26,408.59	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	1,248.36	1,248.36	100%	1,248.36	0.00
Installation	NA	Installation for WAPs			1	9,237.50	9,237.50	100%	9,237.50	0.00
EMILIE RITCHEN SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			39	851.89	33,223.71	100%	33,223.71	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	3,370.62	3,370.62	100%	3,370.62	0.00
Installation	NA	Installation for WAPs			1	14,175.00	14,175.00	100%	14,175.00	0.00

FRANK ACADEMY OF MARINE SCIENCE AND ENGINEERING										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			71	851.89	60,484.19	100%	60,484.19	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	6,117.06	6,117.06	100%	6,117.06	0.00
Installation	NA	Installation for WAPs			1	24,550.00	24,550.00	100%	24,550.00	0.00
FREMONT ACADEMY OF ENVIRONMENTAL SCIENCE AND INNOVATIVE DESIGN										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			63	851.89	53,669.07	100%	53,669.07	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,742.54	5,742.54	100%	5,742.54	0.00
Installation	NA	Installation for WAPs			1	22,425.00	22,425.00	100%	22,425.00	0.00
JUAN LAGUNAS SORIA										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			46	851.89	39,186.94	100%	39,186.94	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	4,712.64	4,712.64	100%	4,712.64	0.00
Installation	NA	Installation for WAPs			1	17,675.00	17,675.00	100%	17,675.00	0.00

KAMALA SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			57	851.89	48,557.73	100%	48,557.73	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	5,711.34	5,711.34	0%	0.00	5,711.34
Installation	NA	Installation for WAPs			1	21,300.00	21,300.00	0%	0.00	21,300.00
LEMONWOOD SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			52	851.89	44,298.28	100%	44,298.28	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	936.24	936.24	100%	936.24	0.00
Installation	NA	Installation for WAPs			1	12,550.00	12,550.00	100%	12,550.00	0.00
MARINA WEST SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			40	851.89	34,075.60	100%	34,075.60	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	3,838.74	3,838.74	100%	3,838.74	0.00
Installation	NA	Installation for WAPs			1	14,987.50	14,987.50	100%	14,987.50	0.00

NORMA HARRINGTON SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			52	851.89	44,298.28	100%	44,298.28	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	1,154.70	1,154.70	100%	1,154.70	0.00
Installation	NA	Installation for WAPs			1	12,862.50	12,862.50	100%	12,862.50	0.00
NORMAN R BREKKE SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			38	851.89	32,371.82	100%	32,371.82	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	3,277.02	3,277.02	100%	3,277.02	0.00
Installation	NA	Installation for WAPs			1	13,987.50	13,987.50	100%	13,987.50	0.00
RAMONA SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			37	851.89	31,519.93	100%	31,519.93	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	3,994.80	3,994.80	100%	3,994.80	0.00
Installation	NA	Installation for WAPs			1	14,737.50	14,737.50	100%	14,737.50	0.00

ROSE AVENUE SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			43	851.89	36,631.27	100%	36,631.27	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	4,494.18	4,494.18	100%	4,494.18	0.00
Installation	NA	Installation for WAPs			1	16,800.00	16,800.00	100%	16,800.00	0.00
SAN MIGUEL SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			16	851.89	13,630.24	100%	13,630.24	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	2,559.18	2,559.18	100%	2,559.18	0.00
Installation	NA	Installation for WAPs			1	8,612.50	8,612.50	100%	8,612.50	0.00
SIERRA LINDA SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			42	851.89	35,779.38	100%	35,779.38	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	4,556.58	4,556.58	100%	4,556.58	0.00
Installation	NA	Installation for WAPs			1	16,612.50	16,612.50	100%	16,612.50	0.00

THURGOOD MARSHALL SCHOOL										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			53	851.89	45,150.17	100%	45,150.17	0.00
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			4	851.89	3,407.56	100%	3,407.56	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			2	132.75	265.50	100%	265.50	0.00
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/6 DBI 6 ELEMENT INDOOR/OUTDOOR OMNI ANTENNA WITH RPSMA; PN: ATS-OO-245-46-6RPSP-36 (Or Equivalent)			2	257.75	515.50	100%	515.50	0.00
Cabling	NA	Cabling for WAPs			1	4,743.84	4,743.84	100%	4,743.84	0.00
Installation	NA	Installation for WAPs			1	18,987.50	18,987.50	100%	18,987.50	0.00
OSD DISTRICT OFFICE (NOT ELIGIBLE FOR E-RATE)										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			18	851.89	15,334.02	0%	0.00	851.89
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			1	851.89	851.89	0%	0.00	851.89
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			1	132.75	132.75	0%	0.00	132.75
Cabling	NA	Cabling for WAPs			1	811.44	811.44	0%	0.00	811.44
Installation	NA	Installation for WAPs			1	5,612.50	5,612.50	0%	0.00	5,612.50
OSD DISTRICT FACILITIES (NOT ELIGIBLE FOR E-RATE)										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			4	851.89	3,407.56	0%	0.00	851.89
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			1	851.89	851.89	0%	0.00	851.89
Antennas	AccelTex	AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)			1	132.75	132.75	0%	0.00	132.75
Cabling	NA	Cabling for WAPs			1	780.24	780.24	0%	0.00	780.24
Installation	NA	Installation for WAPs			1	3,550.00	3,550.00	0%	0.00	3,550.00
OSD WAREHOUSE/TRANSPORTATION (NOT ELIGIBLE FOR E-RATE)										
Mist AP43 - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43-2S-5Y-E (Or Equivalent)	Mist	AP43			5	851.89	4,259.45	0%	0.00	851.89
Mist AP43E - Wireless Access Point - with 5-Year Cloud Subscription and Marvis; PN: B-AP43E-2S-5Y-E (Or Equivalent)	Mist	AP43E			1	851.89	851.89	0%	0.00	851.89

		AccelTex 2.4/5 GHZ 4/7 DBI 6 ELEMENT INDOOR/OUTDOOR PATCH ANTENNA WITH RPSMA; PN: ATS-OP-245-47-6RPSP-36 (Or Equivalent)								
Antennas	AccelTex				1	132.75	132.75	0%	0.00	132.75
Cabling	NA	Cabling for WAPs			1	780.24	780.24	0%	0.00	780.24
Installation	NA	Installation for WAPs			1	3,175.00	3,175.00	0%	0.00	3,175.00
							0.00	0%	0.00	0.00
							0.00		0.00	0.00
							0.00		0.00	0.00
							0.00		0.00	0.00
Freight						0.00	0.00	0%	0.00	0.00
Taxes					1	128,445.48	128,445.48	0%	0.00	128,445.48

		Total E-rate Eligible Project Cost	1,324,331.68
Total Project Cost	1,520,452.87		

Total Ineligible Project Cost **196,121.19**

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #21-177 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

It is recommended that the Board of Trustees ratify the service agreements with Ventura County Office of Education (VCOE) for the 2021-2022 school year, to provide exceptional services to special education students that consist of support from Special Circumstances Paraeducators (SCP's), including Extended School Year.

Students:

- EG061410 \$30,742.97
- RR103108 \$24,521.65
- AC080310 \$28,781.27

FISCAL IMPACT:

\$84,045.89 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-177 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of \$84,045.89.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-177, Ventura County Office of Education \(3 Pages\)](#)



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective **January 13, 2022** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

EG061410

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends **Triton Academy**, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support throughout the school day for 1,944 minutes a week. ESY will be provided at 240 minutes a day.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin **1/13/2022 (IEP date~1/6/2022)** and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2021-2022</u> 1/13/2022-6/10/2022 (ESY: 6/13/2022-6/30/2022)	UPCOMING: <u>2022-2023</u> (ESY: 7/1/2022-7/8/2022) 8/17/2022-1/6/2023
ESTIMATED COSTS	\$ <u>30,742.97</u>	+ \$ <u>TBD</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature-DOR Authorized Representative

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
VCOE Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 30,742.97

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **January 21, 2022**, is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

RR103108

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School**, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support throughout the school day for a total of 330 minutes a day. ESY will be provided at 240 minutes a day.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 1/21/2022 (IEP date~1/12/2022) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2021-2022</u> <u>1/21/2022-6/15/2022</u> (ESY: <u>6/20/2022-6/30/2022</u>)	UPCOMING: <u>2022-2023</u> (ESY: <u>7/1/2022-7/15/2022</u>) <u>8/17/2022-1/12/2022</u>
ESTIMATED COSTS:	\$ <u>24,521.65</u>	+ \$ <u>TBD</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

Signature

Title: Director, Purchasing

Date: _____

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [Signature]
Special Education Authorized Representative

Approved By: _____
Business Services Authorized Representative

Date: _____

Estimated Cost \$ 24,521.65

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **January 22, 2022** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

AC080310

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster School**, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance educational support throughout the school day in the classroom for 330 minutes a day and 60 minutes during transportation for a total of 390 minutes daily. ESY will be provided at 240 minutes a day in the classroom and 60 minutes during transportation for a total of 300 minutes daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45-day notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify, and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 1/22/2022 (IEP date~1/12/2022) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2021-2022</u> 1/22/2022-6/15/2022 (ESY: 6/20/2022-6/30/2022)	UPCOMING: <u>2022-2023</u> (ESY: 7/1/2022-7/15/2022) 8/17/2022-1/12/2023
ESTIMATED COSTS	\$ <u>28,781.27</u>	+ \$ <u>TBD</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature

Accepted By: 
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 28,781.27

Please submit **two** original copies Oxnard School District-Purchasing Department

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Acceptance of Oxnard School District Audit Report, June 30, 2021 (Aguilera-Fort/Crandall Plasencia)

The Oxnard School District Audit Report for Fiscal Year 2020-21, prepared by the firm of Nigro & Nigro, PC is presented to the Board.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Director of Finance that the Board accept the Oxnard School District Audit Report, June 30, 2021.

ADDITIONAL MATERIALS:

Attached: [Oxnard School District Audit Report June 30, 2021 \(97 pages\)](#)

**OXNARD SCHOOL DISTRICT
VENTURA COUNTY
AUDIT REPORT
For the Fiscal Year Ended
June 30, 2021**

NIGRO & NIGRO^{PC}

OXNARD SCHOOL DISTRICT
For the Fiscal Year Ended June 30, 2021
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For the Fiscal Year Ended June 30, 2021
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Financial Section

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
Oxnard School District
Oxnard, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Oxnard School District, as of and for the fiscal year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Oxnard School District, as of June 30, 2021, and the respective changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

1

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

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Change in Accounting Principle

As discussed in Note 1 to the financial statements, the District has implemented the provisions of GASB Statement No. 84, *Fiduciary Activities*. Accordingly, the beginning net position on the Statement of Activities and the beginning fund balance on the Statement of Revenues, Expenditures, and Changes in Fund Balances have been restated to adopt this standard. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of proportionate share of the net pension liability, schedule of pension contributions, schedule of changes in the District's total OPEB liability and related ratios, schedule of the District's proportionate share of the net OPEB liability-MPP Program, and the notes to the required supplementary information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 63 to 65 and the schedule of expenditures of federal awards on page 66 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 62 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2022, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Murrieta, California
January 21, 2022

OXNARD SCHOOL DISTRICT

Management's Discussion and Analysis (Unaudited) For the Fiscal Year Ended June 30, 2021

This discussion and analysis of Oxnard School District's financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2021. Please read it in conjunction with the District's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

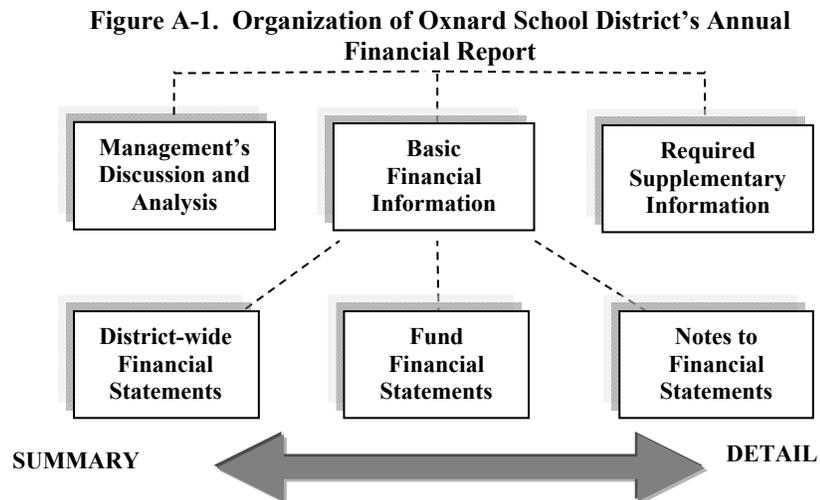
- The District's overall financial status increased from last year as the net position increased by 25.3% to \$(61.5) million.
- Total governmental revenues were \$275.0 million.
- The total cost of basic programs was \$254.2 million. Because a portion of these costs was paid for with charges, fees, and intergovernmental aid, the net cost that required taxpayer funding was \$171.4 million.
- Governmental funds increased by \$47.3 million, or 71.9%, primarily due to bond measure proceeds and capital grants.
- Reserves for the General Fund increased by \$6.1 million, or 89.0%. Revenues were \$241.2 million and expenditures and transfers out were \$214.5 million.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *District-wide financial* statements that provide both short-term and long-term information about the District's overall financial status.
- The remaining statements are *fund financial* statements that focus on individual parts of the District, reporting the District's operations in more detail than the District-wide statements.
 - The *governmental funds* statements tell how basic services like regular and special education were financed in the short term as well as what remains for future spending.
 - The *fiduciary funds* statement provides information about the financial relationships in which the District acts solely as a trustee or custodian for the benefit of others to whom the resources belong.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.



OXNARD SCHOOL DISTRICT

Management's Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2021

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

District-Wide Statements

The District-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the District's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two District-wide statements report the District's net position and how it has changed. Net position – the difference between the District's assets and deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the District's financial health, or *position*.

- Over time, increases and decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District, you need to consider additional nonfinancial factors such as changes in the District's demographics and the condition of school buildings and other facilities.
- In the District-wide financial statements, the District's activities are categorized as *Governmental Activities*. Most of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state aid finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debt) or to show that it is properly using certain revenues.

The District has two kinds of funds:

- ***Governmental funds*** – Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the District-wide statements, we provide additional information on a separate reconciliation page that explains the relationship (or differences) between them.
- ***Fiduciary funds*** – Fiduciary funds are used to account for resources held for the benefit of parties outside the District. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs. The District's fiduciary funds include an OPEB Trust Fund. The accounting used for fiduciary funds is much like that used for proprietary funds. Individual fund data for the District's fiduciary funds are provided in the form of combining statements elsewhere in this report.

OXNARD SCHOOL DISTRICT

Management’s Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2021

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position. The District's combined net position was higher on June 30, 2021, than it was the year before – increasing 25.3% to \$(61.5) million (See Table A-1).

Table A-1: Statement of Net Position

	Governmental Activities		Variance
	2021	2020*	Increase (Decrease)
Assets			
Current assets	\$ 131,263,024	\$ 88,478,368	\$ 42,784,656
Capital assets	401,181,154	402,469,177	(1,288,023)
Total assets	532,444,178	490,947,545	41,496,633
Deferred outflows of resources	102,004,665	78,225,023	23,779,642
Liabilities			
Current liabilities	22,171,283	27,002,528	(4,831,245)
Long-term liabilities	422,647,155	381,076,651	41,570,504
Net pension liability	224,988,559	212,662,416	12,326,143
Total liabilities	669,806,997	620,741,595	49,065,402
Deferred inflows of resources	26,188,831	30,793,089	(4,604,258)
Net position			
Net investment in capital assets	130,551,069	133,131,187	(2,580,118)
Restricted	44,672,993	38,163,534	6,509,459
Unrestricted	(236,771,047)	(253,656,837)	16,885,790
Total net position	\$ (61,546,985)	\$ (82,362,116)	\$ 20,815,131

* As restated

Changes in net position, governmental activities. The District's total revenues increased 14.0% to \$275.0 million (See Table A-2). The increase is due primarily to increased capital grants and State and Federal COVID-19 response funding.

The total cost of all programs and services increased 1.1% to \$254.2 million. The District's expenses are predominantly related to educating and caring for students, 80.0%. The purely administrative activities of the District accounted for just 7.0% of total costs. A significant contributor to the increase in costs was pupil services and COVID response expenses.

OXNARD SCHOOL DISTRICT
Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2021

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (continued)

Table A-2: Statement of Activities

	Governmental Activities		Variance
	2021	2020	Increase (Decrease)
Revenues			
Program Revenues:			
Charges for services	\$ 790,146	\$ 1,369,620	\$ (579,474)
Operating grants and contributions	74,713,821	31,664,031	43,049,790
Capital grants and contributions	7,324,488	10,973,548	(3,649,060)
General Revenues:			
Property taxes	45,544,957	45,501,667	43,290
Federal and state aid not restricted	143,293,802	148,919,205	(5,625,403)
Other general revenues	3,351,529	2,711,747	639,782
Total Revenues	275,018,743	241,139,818	33,878,925
Expenses			
Instruction-related	163,738,179	171,646,008	(7,907,829)
Pupil services	39,590,950	32,988,331	6,602,619
Administration	17,920,643	14,549,741	3,370,902
Plant services	19,237,149	18,522,622	714,527
All other activities	13,716,691	13,682,058	34,633
Total Expenses	254,203,612	251,388,760	2,814,852
Increase (decrease) in net position	20,815,131	(10,248,942)	31,064,073
Net Position	\$ (61,546,985)	\$ (82,362,116)	\$ 20,815,131

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$113.0 million, which is above last year's ending fund balance of \$65.8 million. The primary cause of the increased fund balance is bond proceeds received in the Building Fund and from General Fund revenues received for COVID learning loss and in-person instruction grants.

Table A-3: The District's Fund Balances

Fund	Fund Balances				
	July 1, 2020*	Revenues	Expenditures	Other Sources and (Uses)	June 30, 2021
General Fund	\$ 17,539,224	\$ 241,198,676	\$ 213,473,583	\$ (1,000,000)	\$ 44,264,317
Student Activity Fund	201,051	4,666	32,096	-	173,621
Child Development Fund	416,270	1,728,665	1,620,882	-	524,053
Cafeteria Fund	964,502	12,572,767	10,383,369	-	3,153,900
Deferred Maintenance Fund	372,699	1,004,037	1,233,442	1,000,000	1,143,294
Building Fund	15,081,467	7,379,309	3,631,870	10,995,135	29,824,041
Capital Facilities Fund	6,341,496	1,301,405	151,254	-	7,491,647
County School Facilities Fund	9,804,096	56,539	-	-	9,860,635
Bond Interest and Redemption Fund	15,042,931	15,994,729	16,192,410	1,733,618	16,578,868
	\$ 65,763,736	\$ 281,240,793	\$ 246,718,906	\$ 12,728,753	\$ 113,014,376

* As restated

OXNARD SCHOOL DISTRICT

Management's Discussion and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2021

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS (continued)

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget several times. The major budget amendments fall into these categories

- Revenues – increased by \$36.2 million primarily to reflect federal and state budget actions.
- Salaries and benefits costs – increased \$12.3 million due to negotiated increases and STRS on behalf amounts.
- Other costs – increased approximately \$17.3 million to re-budget carryover funds and revise operational cost estimates.

While the District's final budget for the General Fund anticipated that revenues would exceed expenditures by about \$2.7 million, the actual results for the year show that revenues exceeded expenditures by roughly \$27.7 million. Actual revenues were \$17.6 million more than anticipated, and expenditures were \$7.4 million less than budgeted.

That amount consists primarily of restricted program dollars that were not spent as of June 30, 2021, that will be carried over into the 2021-22 budget.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2020-21 the District had invested \$5.3 million in new capital assets. (More detailed information about capital assets can be found in Note 6 to the financial statements). Total depreciation expense for the year was approximately \$6.6 million.

Table A-4: Capital Assets at Year End, net of Depreciation

	Governmental Activities		Variance
	2021	2020	Increase (Decrease)
Land	\$ 36,289,804	\$ 36,289,804	\$ -
Improvement of sites	16,081,864	16,673,727	(591,863)
Buildings	301,182,166	227,153,909	74,028,257
Equipment	3,791,853	3,808,758	(16,905)
Construction in progress	43,835,467	118,542,979	(74,707,512)
Total	<u>\$ 401,181,154</u>	<u>\$ 402,469,177</u>	<u>\$ (1,288,023)</u>

Long-Term Debt

At year-end the District had \$422.6 million in long term debt other than pensions – increase of 10.9% from last year – as shown in Table A-5. (More detailed information about the District's long-term liabilities is presented in Note 7 to the financial statements).

OXNARD SCHOOL DISTRICT

Management's Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2021

CAPITAL ASSET AND DEBT ADMINISTRATION (continued)

Table A-5: Outstanding Long-Term Debt at Year-End

	Governmental Activities		Variance Increase (Decrease)
	2021	2020	
General obligation bonds	\$ 297,530,789	\$ 280,230,530	\$ 17,300,259
Certificates of participation	7,934,318	7,931,591	2,727
Energy retrofit agreement	2,754,650	3,072,458	(317,808)
Compensated absences	2,455,877	2,240,621	215,256
Early retirement incentive	1,614,002	2,421,003	(807,001)
Other postemployment benefits	110,357,519	85,180,448	25,177,071
Total	<u>\$ 422,647,155</u>	<u>\$ 381,076,651</u>	<u>\$ 41,570,504</u>

Net pension liability increased during the year by \$12.3 million.

FACTORS BEARING ON THE DISTRICT'S FUTURE

The State Legislature Passed a Final Budget Package on June 28, 2021. The final budget package largely reflected the Legislature's approach on State Appropriations Limit (SAL)-related choices and choices to use funding from the American Rescue Plan (ARP) to offset General Fund costs. The budget package assumes that 2021-22 will end with nearly \$21 billion in total reserves. This consists of: (1) \$15.8 billion in the Budget Stabilization Account (BSA), (2) \$4 billion in Special Fund for Economic Uncertainties, and (3) \$900 million in the Safety Net Reserve, which is available for spending on the state's safety net programs, like Medi-Cal. In addition, the Proposition 98 Reserve (dedicated to school and community college spending) would reach \$4.5 billion under the spending plan.

Budget Also Commits \$27 Billion in ARP Fiscal Relief Funds

The ARP included \$350 billion in flexible funding to state and local governments for fiscal recovery in the Coronavirus State Fiscal Recovery Fund. Of this total, California's state government received about \$27 billion. The state has until December 31, 2024 to use the funds for any of the following purposes: (1) to respond to the public health emergency or negative economic impacts associated with the emergency; (2) to support essential work; (3) to backfill a reduction in total revenues that have occurred relative to the pre-pandemic trajectory; or (4) for water, sewer, or broadband infrastructure.

Significant Increase in School and Community College Funding

Proposition 98 (1988) established the minimum annual funding level for schools and community colleges. This funding requirement depends upon various formulas that adjust for several factors, including changes in state General Fund revenue. For 2020-21, the minimum requirement is up \$22.5 billion (31.8 percent) compared with the estimates made in June 2020. This increase represents the largest upward revision since the passage of Proposition 98 and is due to higher General Fund revenue estimates. For 2021-22, the minimum requirement increases by an additional \$309 million (0.3 percent) relative to the revised 2020-21 level.

OXNARD SCHOOL DISTRICT

Management's Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2021

FACTORS BEARING ON THE DISTRICT'S FUTURE (continued)

Makes Required Reserve Deposit, Pays Down Deferrals, and Funds New Programs

When the minimum funding requirement is growing quickly, the Constitution requires the state to deposit some of the available funding into a statewide reserve account for schools and community colleges. Under the June 2021 budget plan, the total required deposit is \$4.5 billion—\$1.9 billion in 2020-21 and \$2.6 billion in 2021-22. The largest discretionary allocation of Proposition 98 funding is \$12.5 billion to pay down the deferrals the state adopted as part of the June 2020 budget plan. Beginning in 2021-22, schools and community colleges will receive all of their funding according to the regular monthly payment schedule. The budget allocates the remaining funds for significant one-time and ongoing program increases. For schools, these augmentations focus on providing academic support for disadvantaged students, reopening schools and addressing learning loss, enhancing the education workforce, and implementing new curriculum or instructional practices in certain subjects. The community college augmentations focus on increasing the number of full-time faculty, addressing deferred maintenance at campus facilities, and funding basic student needs (including mental health services). The budget also provides a 5.07 percent baseline increase for the primary school and community college funding formulas.

Eliminates Supplemental Payments but Establishes Multiyear Plan to Fund Universal Transitional Kindergarten

Trailer legislation adopted in June 2020 would have required the state to make payments to schools and community colleges on top of the minimum funding requirement beginning in 2021-22. These supplemental payments were intended to accelerate the recovery of school funding from the decline the state anticipated last June. In recognition of the significant revenue increases (and ensuing increases in the guarantee) that have occurred since that time, the June 2021 budget plan repeals these payments. The budget, however, makes another commitment that will increase funding for schools—above the existing minimum requirement—on an ongoing basis. Specifically, it establishes a plan to make all four-year olds eligible for Transitional Kindergarten by 2025-26. (Currently, only children born between September 2 and December 2 are eligible.) The Legislature and the Governor have reached an agreement to cover the associated costs—approximately \$2.7 billion at full implementation—by adjusting the Proposition 98 formulas to increase the share of General Fund revenue allocated to schools.

Meanwhile, new COVID variants continue to wreak havoc on school re-openings throughout California, as infection rates are on the rise. Complicating matters more is the new requirement that quarantined students no longer have the option of distance learning, but must instead be enrolled in independent study. All independent study programs have to demonstrate satisfactory educational progress, provide a plan for synchronous instruction, reflect grade-level standards, develop procedures for re-engaging students who are having trouble participating and provide a plan to transition students back to in-person instruction when their families wish to do so. The trailer bill language also addressed communication with students and families, the requirements of written independent study agreements and resources that must be provided to students. Districts can seek a waiver but only if certain conditions are met.

All of these factors were considered in preparing the Oxnard School District budget for the 2021-22 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional information contact the Assistant Superintendent of Budget and Fiscal Services, Oxnard School District, 1051 South A Street, Oxnard, California 93030 or at (805) 385-1501.

OXNARD SCHOOL DISTRICT*Statement of Net Position**June 30, 2021*

	Total Governmental Activities
ASSETS	
Deposits and investments	\$ 96,998,686
Accounts receivable	33,878,296
Capital assets:	
Non-depreciable assets	80,125,271
Depreciable assets	402,536,469
Less accumulated depreciation	<u>(81,480,586)</u>
Total assets	<u>532,444,178</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred amounts on refunding	13,578,777
Deferred outflows related to OPEB	28,472,148
Deferred outflows related to pensions	<u>59,953,740</u>
Total deferred outflows of resources	<u>102,004,665</u>
LIABILITIES	
Accounts payable	19,438,914
Unearned revenues	2,732,369
Long-term liabilities other than pensions:	
Due within one year	9,638,660
Due after one year	413,008,495
Net pension liability	<u>224,988,559</u>
Total liabilities	<u>669,806,997</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to OPEB	10,740,949
Deferred inflows related to pensions	<u>15,447,882</u>
Total deferred inflows of resources	<u>26,188,831</u>
NET POSITION	
Net investment in capital assets	130,551,069
Restricted for:	
Capital projects	17,352,282
Debt service	16,578,868
Student activity	173,621
Categorical programs	10,568,222
Unrestricted	<u>(236,771,047)</u>
Total net position	<u>\$ (61,546,985)</u>

OXNARD SCHOOL DISTRICT
Statement of Activities
For the Fiscal Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities					
Instructional Services:					
Instruction	\$ 143,992,348	\$ 168,009	\$ 33,253,721	\$ 7,324,488	\$ (103,246,130)
Instruction-Related Services:					
Supervision of instruction	6,084,022	589	2,194,182	-	(3,889,251)
Instructional library, media and technology	1,430,079	2	844,257	-	(585,820)
School site administration	12,231,730	21	986,740	-	(11,244,969)
Pupil Support Services:					
Home-to-school transportation	4,267,535	575	2,404,982	-	(1,861,978)
Food services	11,305,799	15,184	12,472,551	-	1,181,936
All other pupil services	24,017,616	13,692	12,014,819	-	(11,989,105)
General Administration:					
Data processing	6,495,241	-	4,382,037	-	(2,113,204)
All other general administration	11,425,402	2,228	2,730,951	-	(8,692,223)
Plant Services	19,237,149	133,881	2,416,096	-	(16,687,172)
Ancillary Services	32,096	-	4,666	-	(27,430)
Community Services	113,050	-	-	-	(113,050)
Interest on Long-term Debt	10,190,168	-	-	-	(10,190,168)
Other Outgo	3,381,377	455,965	1,008,819	-	(1,916,593)
Total governmental activities	<u>\$ 254,203,612</u>	<u>\$ 790,146</u>	<u>\$ 74,713,821</u>	<u>\$ 7,324,488</u>	<u>(171,375,157)</u>
General Revenues:					
Property taxes					45,544,957
Federal and state aid not restricted to specific purposes					143,293,802
Interest and investment earnings					246,069
Miscellaneous					3,105,460
Total general revenues					<u>192,190,288</u>
Change in net position					<u>20,815,131</u>
Net position - July 1, 2020, as originally stated					(82,563,167)
Adjustment for restatement (see Note 12)					<u>201,051</u>
Net position - July 1, 2020					<u>(82,362,116)</u>
Net position - June 30, 2021					<u>\$ (61,546,985)</u>

OXNARD SCHOOL DISTRICT
Balance Sheet – Governmental Funds
June 30, 2021

	General Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS					
Deposits and investments	\$ 50,942,681	\$ 9,888,665	\$ 16,569,628	\$ 19,597,712	\$ 96,998,686
Accounts receivable	29,621,489	22,474	11,798	4,222,535	33,878,296
Due from other funds	1,212,125	20,000,000	-	-	21,212,125
Inventories	219,783	-	-	166,259	386,042
Total Assets	\$ 81,996,078	\$ 29,911,139	\$ 16,581,426	\$ 23,986,506	\$ 152,475,149
LIABILITIES AND FUND BALANCES					
Liabilities					
Accounts payable	\$ 14,999,392	\$ 87,098	\$ 2,558	\$ 427,231	\$ 15,516,279
Due to other funds	20,000,000	-	-	1,212,125	21,212,125
Unearned revenue	2,732,369	-	-	-	2,732,369
Total Liabilities	37,731,761	87,098	2,558	1,639,356	39,460,773
Fund Balances					
Nonspendable	239,783	-	-	166,465	406,248
Restricted	6,890,269	29,824,041	16,578,868	21,037,391	74,330,569
Committed	-	-	-	1,143,294	1,143,294
Assigned	24,267,872	-	-	-	24,267,872
Unassigned	12,866,393	-	-	-	12,866,393
Total Fund Balances	44,264,317	29,824,041	16,578,868	22,347,150	113,014,376
Total Liabilities and Fund Balances	\$ 81,996,078	\$ 29,911,139	\$ 16,581,426	\$ 23,986,506	\$ 152,475,149

OXNARD SCHOOL DISTRICT

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position June 30, 2021

Total fund balances - governmental funds		\$	113,014,376
Amounts reported for governmental activities in the statement of net position are different because capital assets used for governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$482,661,740 and the accumulated depreciation is (\$81,480,586).			401,181,154
In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:			(3,922,635)
In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:			
	Certificates of participation payable	7,934,318	
	Energy retrofit agreement	2,754,650	
	Compensated absences payable	2,455,877	
	Early retirement incentives	1,614,002	
	General obligation bonds payable	<u>297,530,789</u>	(312,289,636)
Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In the government-wide statements it is recognized as a deferred outflow of resources. The remaining deferred amounts on refunding at the end of the period were:			13,578,777
The net pension liability is not due and payable in the current reporting period, and therefore is not reported as a liability in the fund financial statements.			(224,988,559)
The net OPEB liability is not due and payable in the current reporting period, and therefore is not reported as a liability in the fund financial statements.			(110,357,519)
In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported. Deferred inflows and outflows relating to OPEB for the period were:			
	Deferred outflows of resources	28,472,148	
	Deferred inflows of resources	<u>(10,740,949)</u>	17,731,199
In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported. Deferred inflows and outflows relating to pensions for the period were:			
	Deferred outflows of resources	59,953,740	
	Deferred inflows of resources	<u>(15,447,882)</u>	44,505,858
Total net position - governmental activities		\$	<u><u>(61,546,985)</u></u>

OXNARD SCHOOL DISTRICT

Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Funds For the Fiscal Year Ended June 30, 2021

	General Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES					
LCFF sources	\$ 167,476,463	\$ -	\$ -	\$ 1,000,000	\$ 168,476,463
Federal sources	30,673,073	-	-	11,633,773	42,306,846
Other state sources	28,735,933	7,267,950	97,125	2,638,943	38,739,951
Other local sources	14,313,207	111,359	15,897,604	1,395,363	31,717,533
Total Revenues	241,198,676	7,379,309	15,994,729	16,668,079	281,240,793
EXPENDITURES					
Current:					
Instruction	133,358,190	-	-	1,149,481	134,507,671
Instruction-Related Services:					
Supervision of instruction	5,224,138	-	-	393,071	5,617,209
Instructional library, media and technology	1,155,134	-	-	-	1,155,134
School site administration	11,051,241	-	-	-	11,051,241
Pupil Support Services:					
Home-to-school transportation	4,092,070	-	-	-	4,092,070
Food services	449,644	-	-	9,872,784	10,322,428
All other pupil services	22,749,041	-	-	-	22,749,041
Ancillary services	-	-	-	32,096	32,096
Community Services	44,361	-	-	-	44,361
General Administration Services:					
Data processing services	6,379,420	-	-	-	6,379,420
Other general administration	10,320,609	-	-	22,028	10,342,637
Plant Services	15,938,668	-	-	253,862	16,192,530
Transfer of Indirect Costs	(572,776)	-	-	572,776	-
Capital Outlay	549,242	3,291,952	-	1,124,945	4,966,139
Intergovernmental Transfers	2,322,496	-	-	-	2,322,496
Debt Service:					
Issuance costs	-	180,000	878,881	-	1,058,881
Principal	317,808	-	5,995,000	-	6,312,808
Interest	94,297	159,918	9,318,529	-	9,572,744
Total Expenditures	213,473,583	3,631,870	16,192,410	13,421,043	246,718,906
Excess (Deficiency) of Revenues Over (Under) Expenditures	27,725,093	3,747,439	(197,681)	3,247,036	34,521,887
OTHER FINANCING SOURCES (USES)					
Interfund transfers in	-	-	-	1,000,000	1,000,000
Interfund transfers out	(1,000,000)	-	-	-	(1,000,000)
Issuance of debt - general obligation bonds	-	10,995,135	-	-	10,995,135
Issuance of debt - general obligation refunding bonds	-	-	90,775,000	-	90,775,000
Premiums on issuance of debt	-	-	948,834	-	948,834
Transfer to escrow agent for defeased debt	-	-	(89,990,216)	-	(89,990,216)
Total Other Financing Sources and Uses	(1,000,000)	10,995,135	1,733,618	1,000,000	12,728,753
Net Change in Fund Balances	26,725,093	14,742,574	1,535,937	4,247,036	47,250,640
Fund Balances, July 1, 2020, as originally stated	17,539,224	15,081,467	15,042,931	17,899,063	65,562,685
Adjustment for Restatement (Note 12)	-	-	-	201,051	201,051
Fund Balances, July 1, 2020, as restated	17,539,224	15,081,467	15,042,931	18,100,114	65,763,736
Fund Balances, June 30, 2021	\$ 44,264,317	\$ 29,824,041	\$ 16,578,868	\$ 22,347,150	\$ 113,014,376

OXNARD SCHOOL DISTRICT

*Reconciliation of the Governmental Funds Statement of Revenues, Expenditures,
and Changes in Fund Balances to the Statement of Activities
For the Fiscal Year Ended June 30, 2021*

Total net change in fund balances - governmental funds \$ 47,250,640

Amounts reported for governmental *activities* in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay	5,301,246	
Depreciation expense	<u>(6,586,768)</u>	(1,285,522)

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reduction of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 83,422,808

In governmental funds, proceeds from debt are recognized as other financing sources. In the government-wide statements, proceeds from debt are reported as an increase to liabilities. Amounts recognized in the governmental funds as proceeds from debt net of premiums were: (102,718,969)

The amounts paid to the refunded bond escrow agent in excess of the refunded bond at the time of payment are recorded as deferred amounts on the refunding and are amortized over the life of the liability. Deferred amounts on refunding exceeded the amount amortized during the year by: 9,586,547

In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is: (2,501)

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: 365,261

In the statement of activities, compensated absences are measured by the amounts *earned* during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually *paid*). This year, vacation leave earned exceeded the amounts paid by: (215,256)

In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current resources. In the government-wide statement of activities, however, this is recorded as interest expense for the period. (950,508)

In governmental funds, if debt is issued at a premium or discount, the premium or discount is recognized as an other financing source or an other financing use in the period it is incurred. In the government-wide statements, the premium is amortized as interest over the life of the debt. Net amortization of premium or discount for the period is: 3,261,491

In the government-wide statements, expenses must be accrued in connections with any liabilities incurred during the period that are not expected to be liquidated with current financial resources, in addition to compensated absences and long-term debt. Examples include special termination benefits such as early retirement incentives financed over time. This year, expenses for such obligations were: 807,001

In governmental funds, OPEB expenses are recognized when employer contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was: (3,783,044)

In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: (14,922,817)

Change in net position of governmental activities \$ 20,815,131

OXNARD SCHOOL DISTRICT
Statement of Fiduciary Net Position
June 30, 2021

	Trust Fund
	Retiree Benefits Fund
Assets	
Deposits and investments	\$ 7,111,740
Accounts receivable	3,779,539
	<hr/>
Total Assets	10,891,279
	<hr/>
Liabilities	
Accounts payable	\$ -
	<hr/>
Total Liabilities	-
	<hr/>
Net Position	
Restricted for postemployment benefits	\$ 10,891,279
	<hr/> <hr/>

OXNARD SCHOOL DISTRICT
Statement of Changes in Fiduciary Net Position
For the Fiscal Year Ended June 30, 2021

	Trust Fund
	Retiree Benefits Fund
ADDITIONS	
Interest	\$ 30,287
In-district contributions	<u>3,776,658</u>
Total Additions	<u>3,806,945</u>
DEDUCTIONS	
Operating expenditures	<u>3,621,620</u>
Total Deductions	<u>3,621,620</u>
Net Increase (Decrease)	185,325
Net position - July 1, 2020	<u>10,705,954</u>
Net position - June 30, 2021	<u><u>\$ 10,891,279</u></u>

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Oxnard School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities of the District.

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District, in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete.

The District has identified no organizations that are required to be reported as component units.

B. Basis of Presentation, Basis of Accounting

1. Basis of Presentation

District-Wide Financial Statements

The Statement of Net Position and the Statement of Activities display information about the primary government (the District). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements

The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category - *governmental* and *fiduciary* - are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Major Governmental Funds

The District reports the following major governmental funds:

General Fund: This is the chief operating fund for the District. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code* sections 15125-15262).

Non-Major Governmental Funds

The District maintains the following non-major governmental funds:

Special Revenue Funds: Special revenue funds are established to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

Student Activity Fund: The District maintains a separate fund for each school that operates an ASB fund, whether it is organized or not.

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs.

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code* sections 38090 and 38093).

Deferred Maintenance Fund: This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (*Education Code* Section 17582).

Capital Projects Funds: Capital projects funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used to primarily account separately for moneys received from fees levied on development projects as a condition of approval (*Education Code* sections 17620-17626 and *Government Code* Section 65995 et seq.).

County School Facilities Fund: This fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code* Section 17070.10 et seq.).

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Fiduciary Funds

Fiduciary funds are used to account for assets held in a trustee or custodial capacity for others that cannot be used to support the District's own programs. The key distinction between trust and custodial funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held. The District maintains the following fiduciary funds:

Retiree Benefit Fund: This fund exists to account separately for amounts held in trust from salary reduction agreements, other irrevocable contributions for employees' retirement benefit payments, or both.

2. Measurement Focus, Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resource or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The District-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities for the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

As a general rule the effect of interfund activity has been eliminated from the District-wide financial statements. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

3. Revenues - Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

3. Revenues - Exchange and Non-Exchange Transactions (continued)

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose requirements. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For budget purposes, on behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

1. Cash and Cash Equivalents

The District considers cash and cash equivalents to be cash on hand and demand deposits. In addition, because the Treasury Pool is sufficiently liquid to permit withdrawal of cash at any time without prior notice or penalty, equity in the pool is also deemed to be a cash equivalent.

2. Inventories and Prepaid Items

Inventories are valued at cost using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

3. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported at acquisition value rather than fair value. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	25-40 years
Land Improvements	14-30 years
Furniture and Equipment	5-15 years

4. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

5. Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time.

6. Compensated Absences

The liability for compensated absences reported in the District-wide statements consists of unpaid, accumulated annual and vacation leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

7. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Plan and CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

8. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California State Teachers Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) plans and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

9. Fund Balances

The fund balance for Governmental Funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The District's highest decision-making level of authority rests with the District's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

Assigned: Resources that are constrained by the District's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the District for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the District's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

10. Net Position

Net position is classified into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Net investment in capital assets** - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.
- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted".

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

F. Minimum Fund Balance Policy

The District has adopted a formal minimum fund balance policy, as recommended by GASB Statement No. 54; the District follows the guidelines recommended in the Criteria and Standards of Assembly Bill (AB) 1200, which recommend a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than three percent of total General Fund expenditures and other financing uses.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed unless the governing board has provided otherwise in its commitment or assignment actions.

G. Property Tax Calendar

The County is responsible for the assessment, collection, and apportionment of property taxes for all jurisdictions including the schools and special districts within the County. The Board of Supervisors levies property taxes as of September 1 on property values assessed on July 1. Secured property tax payments are due in two equal installments. The first is generally due November 1 and is delinquent with penalties on December 10, and the second is generally due on February 1 and is delinquent with penalties on April 10. Secured property taxes become a lien on the property on January 1.

H. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. New GASB Pronouncements

The following Statements have been implemented as of June 30, 2021:

1. In January 2017, the GASB issued Statement No. 84, *Fiduciary Activities*. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity, and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

2. In August 2018, the GASB issued Statement No. 90, *Majority Equity Interests-An Amendment of GASB Statements No. 14 and No. 61*. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged. The requirements should be applied retroactively, except for the provisions related to (1) reporting a majority equity interest in a component unit and (2) reporting a component unit if the government acquires a 100 percent equity interest. Those provisions should be applied on a prospective basis.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements

GASB pronouncements which will be effective in future periods, are as follows:

1. In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

The requirements of this Statement are effective for reporting periods beginning after June 15, 2021.

2. In June 2018, the GASB issued Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period, and (2) to simplify accounting for interest cost incurred before the end of a construction period.

This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5-22 of Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus.

As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged. The requirements of this Statement should be applied prospectively.

3. In May 2019, the GASB issued Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2021. Earlier application is encouraged.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

4. In January 2020, the GASB issued Statement No. 92, *Omnibus 2020*. The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, *Leases*, for interim financial reports
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statements No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions Plans*, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

The requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.
- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

Earlier application is encouraged and is permitted by topic.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

5. In March 2020, the GASB issued Statement No. 93, *Replacement of Interbank Offered Rates*. Some governments have entered into agreements in which variable payments made or received depending on an interbank offered rate (IBOR) – most notably, the London Interbank Offered Rate (LIBOR). As a result of global reference rate reform, LIBOR is expected to cease to exist in its current form at the end of 2021, prompting governments to amend or replace financial instruments for the purpose of replacing LIBOR with other reference rates, by either changing the reference rate or adding or changing fallback provisions related to the reference rate.

The removal of LIBOR as an appropriate benchmark interest rate is effective for reporting periods ending after December 31, 2021. All other requirements of this Statement are effective for reporting periods beginning after June 15, 2021.

6. In March 2020, the GASB issued Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter.

NOTE 2 – DEPOSITS AND INVESTMENTS

Deposits and investments as of June 30, 2021 are classified in the accompanying financial statements as follows:

Governmental funds/activities	\$ 96,998,686
Fiduciary funds	7,111,740
Total deposits and investments	<u>\$ 104,110,426</u>

Deposits and investments as of June 30, 2021 consist of the following:

Cash on hand and in banks	\$ 173,621
Cash in revolving fund	20,206
Investments	103,916,599
Total deposits and investments	<u>\$ 104,110,426</u>

Pooled Funds

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 2 – DEPOSITS AND INVESTMENTS (continued)

Pooled Funds (continued)

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2021, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit).

The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

As of June 30, 2021, \$444,436 of the District's bank balance was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agency, but not in the name of the District.

Investments - Interest Rate Risk

The District's investment policy limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District's investment policy limits investment purchases to investments with a term not to exceed three years. Investments purchased with maturity terms greater than three years require approval by the Board of Education. Investments purchased with maturities greater than one year require written approval by the Superintendent prior to commitment.

Maturities of investments held at June 30, 2021, consisted of the following:

	Fair Value	Maturity		Fair Value Measurement	Rating
		Less Than One Year	One Year Through Five Years		
Investment maturities:					
Cash in county treasury	\$ 103,909,826	\$ 103,909,826	-	uncategorized	N/A
First American Government Obligation Fund	6,773	6,773	-	Level 1	AAA
Total	<u>\$ 103,916,599</u>	<u>\$ 103,916,599</u>	<u>\$ -</u>		

Investments - Credit Risk

The District's investment policy limits investment choices to obligations of local, state and federal agencies, commercial paper, certificates of deposit, repurchase agreements, corporate notes, banker acceptances, and other securities allowed by State Government Code Section 53600. At June 30, 2021, all investments represented governmental securities which were issued, registered and held by the District's agent in the District's name.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 2 – DEPOSITS AND INVESTMENTS (continued)

Investments - Concentration of Credit Risk

The District does not place limits on the amount it may invest in any one issuer. At June 30, 2021, the District had the following investment that represents more than five percent of the District’s net investments, excluding cash in the county treasury.

First American Government Obligation Fund	100%
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Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset’s fair value.

The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the District’s own data. The District should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized – Investments in the Ventura County Treasury Investment Pool are not measured using the input levels above because the District’s transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2021, consisted of the following:

	General Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds	Retiree Benefits Fund
LCFF sources	\$ 14,747,097	\$ -	\$ -	\$ -	\$ 14,747,097	\$ -
Federal Government:						
Categorical aid programs	3,196,473	-	-	-	3,196,473	-
Special education	3,471,609	-	-	-	3,471,609	-
Child nutrition	-	-	-	3,141,505	3,141,505	-
State Government:						
Special education	514,919	-	-	-	514,919	-
Child nutrition	-	-	-	889,349	889,349	-
Lottery	1,017,571	-	-	-	1,017,571	-
Categorical aid programs	2,719,634	-	-	172,358	2,891,992	-
Local:						
Interest	28,933	22,474	11,798	19,323	82,528	2,881
Transfers of apportionment	3,674,053	-	-	-	3,674,053	-
Other local	251,200	-	-	-	251,200	3,776,658
Totals	<u>\$ 29,621,489</u>	<u>\$ 22,474</u>	<u>\$ 11,798</u>	<u>\$ 4,222,535</u>	<u>\$ 33,878,296</u>	<u>\$ 3,779,539</u>

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 4 – INTERFUND ACTIVITIES

A. Balances Due To/From Other Funds

Balances due/to other funds at June 30, 2021, consisted of the following:

	Due from Other Funds		
	General Fund	Building Fund	Total Governmental Funds
General Fund	\$ -	\$ 20,000,000	\$ 20,000,000
Non-Major Governmental Funds	1,212,125	-	1,212,125
Totals	<u>\$ 1,212,125</u>	<u>\$ 20,000,000</u>	<u>\$ 21,212,125</u>

General Fund due to Building Fund for a short-term loan to cover cash shortage due to June deferral of apportionment	\$ 20,000,000
Capital Facilities Fund due to General Fund for the 3% admin fee charged on developer fees collected during the year	18,248
Cafeteria Fund due to General Fund for indirect costs and publication charges to General Fund	1,119,615
Child Development Fund due to General Fund for indirect costs and publication charges to General Fund	74,262
Total	<u>\$ 21,212,125</u>

B. Transfers To/From Other Funds

Transfers to/from other funds during the year ended June 30, 2021, consisted of the following:

General Fund transfer to Deferred Maintenance Fund as a contribution from General Fund for LCFF Contribution	<u>\$ 1,000,000</u>
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NOTE 5 – FUND BALANCES

At June 30, 2021, fund balances of the District’s governmental funds were classified as follows:

	General Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total
Nonspendable:					
Revolving cash	\$ 20,000	\$ -	\$ -	\$ 206	\$ 20,206
Stores inventories	219,783	-	-	166,259	386,042
Total Nonspendable	<u>239,783</u>	<u>-</u>	<u>-</u>	<u>166,465</u>	<u>406,248</u>
Restricted:					
Categorical programs	6,890,269	-	-	524,053	7,414,322
Student activities	-	-	-	173,621	173,621
Food service	-	-	-	2,987,435	2,987,435
Capital projects	-	29,824,041	-	17,352,282	47,176,323
Debt service	-	-	16,578,868	-	16,578,868
Total Restricted	<u>6,890,269</u>	<u>29,824,041</u>	<u>16,578,868</u>	<u>21,037,391</u>	<u>74,330,569</u>
Committed:					
Deferred maintenance program	-	-	-	1,143,294	1,143,294
Total Committed	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,143,294</u>	<u>1,143,294</u>
Assigned:					
Textbook set-aside	2,000,000	-	-	-	2,000,000
1x funds building maintenance	1,542,000	-	-	-	1,542,000
Pandemic learning and recovery	20,575,872	-	-	-	20,575,872
Bus replacement	150,000	-	-	-	150,000
Total Assigned	<u>24,267,872</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>24,267,872</u>
Unassigned:					
Reserve for economic uncertainties	12,866,393	-	-	-	12,866,393
Total Unassigned	<u>12,866,393</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>12,866,393</u>
Total	<u>\$ 44,264,317</u>	<u>\$ 29,824,041</u>	<u>\$ 16,578,868</u>	<u>\$ 22,347,150</u>	<u>\$ 113,014,376</u>

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 6 – CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2021, was as follows:

	Balance, July 1, 2020	Additions	Retirements	Balance, June 30, 2021
Capital assets not being depreciated:				
Land	\$ 36,289,804	\$ -	\$ -	\$ 36,289,804
Construction in progress	118,542,979	1,113,654	75,821,166	43,835,467
Total capital assets not being depreciated	<u>154,832,783</u>	<u>1,113,654</u>	<u>75,821,166</u>	<u>80,125,271</u>
Capital assets being depreciated:				
Improvement of sites	30,534,432	287,375	-	30,821,807
Buildings	281,120,586	79,192,273	-	360,312,859
Equipment	10,881,548	529,110	8,855	11,401,803
Total capital assets being depreciated	<u>322,536,566</u>	<u>80,008,758</u>	<u>8,855</u>	<u>402,536,469</u>
Accumulated depreciation for:				
Improvement of sites	(13,860,705)	(879,238)	-	(14,739,943)
Buildings	(53,966,677)	(5,164,016)	-	(59,130,693)
Equipment	(7,072,790)	(543,514)	(6,354)	(7,609,950)
Total accumulated depreciation	<u>(74,900,172)</u>	<u>(6,586,768)</u>	<u>(6,354)</u>	<u>(81,480,586)</u>
Total capital assets being depreciated, net	<u>247,636,394</u>	<u>73,421,990</u>	<u>2,501</u>	<u>321,055,883</u>
Governmental activity capital assets, net	<u>\$ 402,469,177</u>	<u>\$ 74,535,644</u>	<u>\$ 75,823,667</u>	<u>\$ 401,181,154</u>

Depreciation expense is allocated to the following functions in the Statement of Activities:

Instruction	\$ 3,627,688
Instructional Supervision and Administration	132,524
Instructional Library, Media and Technology	65,534
School Site Administration	320,232
Home-to-School Transportation	65,534
Food Services	263,595
All other Pupil Services	132,525
Community Services	65,534
All Other General Administration	198,060
Centralized Data Processing	65,534
Plant Services	1,650,008
	<u>\$ 6,586,768</u>

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS

Changes in long-term debt for the year ended June 30, 2021, were as follows:

	Balance, July 1, 2020	Additions	Deductions	Balance, June 30, 2021	Amount Due Within One Year
General Obligation Bonds:					
Principal repayments	\$ 259,544,093	\$ 101,770,135	\$ 83,105,000	\$ 278,209,228	\$ 7,625,000
Accreted interest component	6,815,122	950,508	-	7,765,630	-
Unamortized issuance premium	13,969,169	948,834	3,288,796	11,629,207	880,494
Unamortized issuance discount	(97,854)	-	(24,578)	(73,276)	(4,392)
Total - Bonds	280,230,530	103,669,477	86,369,218	297,530,789	8,501,102
Certificates of Participation					
Principal repayments	8,000,000	-	-	8,000,000	-
Unamortized issuance discount	(68,409)	-	(2,727)	(65,682)	(2,727)
Total - Certificates of Participation	7,931,591	-	(2,727)	7,934,318	(2,727)
Energy Retrofit Agreement	3,072,458	-	317,808	2,754,650	333,284
Compensated Absences	2,240,621	215,256	-	2,455,877	-
Early retirement incentive	2,421,003	-	807,001	1,614,002	807,001
Other Postemployment Benefits (OPEB)	85,180,448	30,141,863	4,964,792	110,357,519	-
Totals	\$ 381,076,651	\$ 134,026,596	\$ 92,456,092	\$ 422,647,155	\$ 9,638,660

Payments for general obligation bonds are made by the Bond Interest and Redemption Fund. Certificates of participation payments will be made by the Capital Facilities Funds and the Building Fund. Accumulated vacation, retirement incentives, other postemployment benefits, and net pension liabilities will be paid for by the fund for which the employee worked. Lease payments for the Energy Retrofit Agreement are paid for by the General Fund.

A. General Obligation Bonds

General Obligation Bonds - Measure M6

On November 7, 2006, the District received authorization to issue \$64 million in general obligation bonds. The Bonds were authorized in order to replace portable classrooms and relieve student overcrowding by building and equipping new classrooms and educational facilities.

General Obligation Bonds - Measure R

Bonds were authorized at an election of the registered voters of the District held on November 6, 2012 at which more than 55 percent of the voters authorized the issuance and sale of general obligation bonds not to exceed \$90 million. The bonds are general obligations of the District. The bonds will be issued to finance the acquisition, construction, and modernization of school facilities and to pay costs of the issuance of the bonds.

Election 2016 – Measure D

On November 8, 2016, the voters of the District approved Measure D authorizing the District to issue up to \$142.5 million general obligation bonds for the purpose of financing the renovation, construction and improvement of school facilities.

Prior-Year Defeasance of Debt

In prior years, the District defeased certain general obligation bonds by placing the proceeds of new refunding bonds in an irrevocable trust to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the District's financial statements. At June 30, 2021 \$24,020,000 of the 2019 defeased bonds remain outstanding.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

A. General Obligation Bonds (continued)

2021 General Obligation Refunding Bonds

On September 3, 2020, the District issued \$90,775,000 of General Obligation Refunding Bonds. The bonds bear fixed interest rates ranging between 0.407% and 2.757% with annual maturities from August 1, 2021, through August 1, 2044. The net proceeds of \$89,989,216.37 (after issuance costs and underwriter’s discount and insurance of \$784,783.63) were used to prepay outstanding general obligation bonds of the District

The net proceeds were used to purchase U.S. government securities. Those securities were deposited into an irrevocable trust with an escrow agent to provide for future debt service payments on the refunded bonds. As a result, the refunded bonds are considered defeased, and the related liability for the bonds has been removed from the District’s liabilities. Amounts paid to the escrow agent in excess of the outstanding debt at the time of payment are recorded as deferred amounts on refunding on the Statement of Net Position and are amortized to interest expense over the life of the liability. Deferred amounts on refunding as of June 30, 2021, of \$13,578,777 remain to be amortized for all refundings. As of June 30, 2021, the principal balance outstanding on the defeased debt amounted to \$77,110,000. Total savings in debt service payments on the refunding was \$9,006,928. The transaction resulted in an economic gain (difference between the present value of the debt service on the old and the new bonds) of \$6,798,363.

The County is obligated to levy ad valorem taxes upon all property within the District for the payment of interest and principal of the bonds.

A summary of the District’s outstanding general obligation bonds is below:

Bond	Interest Rate	Date of Issue	Maturity Date	Amount of Original Issue	Outstanding, July 1, 2020	Additions	Redeemed During Year	Advanced Refunded During Year	Outstanding, June 30, 2021	
Measure M6 (2006)										
Series B	3.0% to 5.74%	7/11/2008	7/1/2033	\$ 31,997,467	\$ 7,077,467	\$ -	\$ -	\$ -	\$ 7,077,467	
Measure R (2012)										
Series A	2.0% to 5.0%	12/27/2012	8/1/2043	18,390,000	11,170,000	-	265,000	-	10,905,000	
Series B	3.375% to 5.0%	5/30/2013	8/1/2043	25,500,000	19,510,000	-	-	18,340,000	1,170,000	
Series C	3.625% to 5.75%	11/5/2014	8/1/2044	15,750,000	15,750,000	-	-	13,725,000	2,025,000	
Series D	2.0% to 5.25%	8/4/2015	8/1/2040	30,360,000	29,335,000	-	215,000	25,045,000	4,075,000	
Measure D (2016)										
Series A	3.5% to 5.0%	3/30/2018	8/1/2046	81,000,000	81,000,000	-	-	-	81,000,000	
Series B	3.0 to 5.0%	3/29/2019	8/1/2041	13,996,626	12,931,626	-	-	-	12,931,626	
Series C	3.0 to 4.0%	12/15/2020	8/1/2050	10,995,135	-	10,995,135	-	-	10,995,135	
Refunding Issues										
2001 Ref., Ser. A	3.9% to 5.75%	8/15/2001	8/1/2030	20,920,000	1,985,000	-	920,000	-	1,065,000	
2010 Ref.	2.0% to 5.0%	3/7/2011	8/1/2023	10,750,000	3,850,000	-	1,225,000	1,590,000	1,035,000	
2011 Ref.	2.0% to 5.0%	7/14/2011	8/1/2027	7,275,000	995,000	-	30,000	655,000	310,000	
2012 Ref.	2.0% to 5.0%	7/2/2012	8/1/2033	12,240,000	11,700,000	-	100,000	10,420,000	1,180,000	
2014 Ref.	4.0% to 5.0%	6/19/2014	8/1/2027	11,835,000	8,490,000	-	890,000	1,235,000	6,365,000	
2015 Ref.	2.0% to 5.0%	5/6/2015	8/1/2036	14,305,000	14,125,000	-	-	6,100,000	8,025,000	
2016 Ref.	1.25% to 4.0%	9/27/2016	8/1/2026	16,360,000	14,410,000	-	1,605,000	-	12,805,000	
2019 Ref.	1.86% to 3.5%	12/5/2019	8/1/2043	27,215,000	27,215,000	-	745,000	-	26,470,000	
2020 Ref.	0.407%-2.757%	9/3/2020	8/1/2044	90,775,000	-	90,775,000	-	-	90,775,000	
					<u>\$ 259,544,093</u>	<u>\$ 101,770,135</u>	<u>\$ 5,995,000</u>	<u>\$ 77,110,000</u>	<u>\$ 278,209,228</u>	
Accreted Interest:										
					2006, Ser.B	6,544,261	792,415	-	-	7,336,676
					2016, Ser. B.	270,861	155,840	-	-	426,701
					2016, Ser. C	-	2,253	-	-	2,253
						<u>\$ 6,815,122</u>	<u>\$ 950,508</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,765,630</u>

OXNARD SCHOOL DISTRICT*Notes to Financial Statements**June 30, 2021***NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)****A. General Obligation Bonds (continued)**

The annual requirements to amortize general obligation bonds outstanding as of June 30, 2021, are as follows:

Fiscal Year	Principal	Interest
2021-2022	\$ 7,625,000	\$ 8,994,382
2022-2023	6,844,412	8,856,363
2023-2024	8,014,480	8,688,118
2024-2025	8,506,024	8,488,124
2025-2026	9,542,910	8,239,315
2026-2031	48,202,324	46,384,804
2031-2036	48,851,000	39,866,694
2036-2041	57,687,035	22,779,852
2041-2046	54,271,043	11,711,269
2046-2051	28,665,000	2,277,450
Total	<u>\$ 278,209,228</u>	<u>\$ 166,286,371</u>

B. Certificates of Participation**2016 Certificates of Participation**

On April 7, 2016, the District issued \$8,000,000 of Certificates of Participation through the Public Property Financing Corporation of California. The certificates bear an initial interest rate of 2.00% with a 5.00% step-up interest rate that commences August 1, 2021. The certificates were issued as term certificates due August 1, 2045, with annual mandatory sinking fund payments due on August 1 of each year beginning in 2022 until maturity. The proceeds of the certificates are being used to finance the acquisition and improvement of real property for use by the District as educational facilities. At June 30, 2021, the principal balance outstanding was \$8,000,000.

The annual requirements to amortize all outstanding certificates are as follows:

Fiscal Year	Principal	Interest
2021-2022	\$ -	\$ 280,000
2022-2023	180,000	395,500
2023-2024	190,000	386,250
2024-2025	200,000	376,500
2025-2026	210,000	366,250
2026-2031	1,210,000	1,718,625
2031-2036	1,545,000	1,316,875
2036-2041	1,960,000	849,750
2041-2046	2,505,000	355,875
Total	<u>\$ 8,000,000</u>	<u>\$ 6,045,625</u>

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

C. Energy Retrofit Agreement

On July 17, 2012, the District entered into an equipment lease/purchase agreement with Banc of America Public Capital Corp. for the acquisition of an energy efficiency program and corresponding equipment. The acquisition amount was \$4,797,640 with a contract rate of 2.98% and total payments of \$6,140,842.

Annual payments on the lease agreement are shown below:

Fiscal Year	Principal	Interest
2021-2022	\$ 333,284	\$ 79,624
2022-2023	350,490	69,565
2023-2024	369,416	58,980
2024-2025	390,063	47,819
2025-2026	412,435	36,030
2026-2028	898,962	33,921
	\$ 2,754,650	\$ 325,939

D. Early Retirement Incentive

The District has established a supplemental early retirement incentive program (SERP) whereby certain qualified employees may retire early and receive a portion of their salary paid out as an annuity. The total future payments owing at June 30, 2021, for these obligations are shown below:

Future Years	Amount
2021-2022	\$ 807,001
2022-2023	807,001
	\$ 1,614,002

E. Other Postemployment Benefits (OPEB) Liability

For the fiscal year ended June 30, 2021, the District reported net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

Pension Plan	Net OPEB Liability (Asset)	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
District Plan	\$ 109,381,267	\$ 28,472,148	\$ 10,740,949	\$ 109,381,267
MPP Program	976,252	-	-	95,939
Total	\$ 110,357,519	\$ 28,472,148	\$ 10,740,949	\$ 109,477,206

The details of each plan are as follows:

District Plan

Plan Description

Oxnard School District's single-employer defined benefit provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. The District provides post-employment healthcare benefits to eligible retirees and their covered eligible dependents and pays a portion of the cost. All active employees who retire directly from the District and meet the eligibility criteria may participate.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

E. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

Benefits Provided

The postretirement health plans and the District’s obligation vary by employee group as described below.

	OEA	CSEA	Management	OSSA
Benefit Types Provided	Medical, dental, and vision	Medical, dental, and vision	Medical, dental, and vision	Medical, dental, and vision
Duration of Benefits	To age 69	To Age 65 ⁽¹⁾	To age 69	To age 65 ⁽¹⁾
Required Service	8 years ⁽²⁾	15 years ⁽³⁾	8 years ⁽²⁾	8 years ⁽²⁾
Minimum Age	55	55	55	55
Dependent Coverage	No ⁽⁴⁾	Yes	Yes	No ⁽⁴⁾
District Contribution %	100%	100%	100%	100%
District Cap	None	Premium rate at retirement ⁽⁵⁾	None	None

⁽¹⁾To age 69 if hired before 8/1/05 for CSEA and 7/1/06 for OSSA

⁽²⁾This is the requirement for Oxnard School District. Also requires 15 years in California Public Schools

⁽³⁾For those hired before 8/1/05, 8 years with OSD and 15 years in California Public Schools

⁽⁴⁾Contract language allows “employee-only” premium. District currently pays a composite rate that includes dependents.

⁽⁵⁾Affects CSEA members who were employed on or after 8/1/05

The Plan provides medical, dental, and vision benefits for retirees. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the plan. Article 4 of the Trust By-Laws grants the authority to establish and amend the benefit terms to the Trust Board.

Employees Covered by Benefit Terms

At June 30, 2021, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	239
Active employees	1,006
Total	1,245

Total OPEB Liability

The District’s total OPEB liability of \$109,381,267 was measured as of June 30, 2021 and was determined by an actuarial valuation as of June 30, 2021.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

E. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Valuation Date	June 30, 2021
Inflation	2.50%
Salary increases	2.75%
Healthcare cost trend rates	4.00%

Discount Rate

The discount rate used to measure the total OPEB liability was 2.16 percent. The projection of cash flows used to determine the discount rate assumed that District contributions will be made at rates equal to the actuarially determined contribution rates.

Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

The discount rate in the prior valuation was 2.2 percent.

Mortality Rates

Following are the tables the mortality assumptions are based upon.

2009 CalSTRS Mortality

The mortality assumptions are based on the 2009 CalSTRS Mortality table created by CalSTRS. CalSTRS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

2009 CalPERS Retiree and Active Mortality for Miscellaneous Employees

The mortality assumptions are based on the 2009 CalPERS Retiree and Active Mortality for Miscellaneous Employees tables created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

Following are the tables the retirement and turnover assumptions are based upon.

2009 CalSTRS Retirement Rates

The retirement assumptions are based on the 2009 CalSTRS Retirement Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

2009 CalPERS Retirement Rates for School Employees

The retirement assumptions are based on the 2009 CalPERS Retirement Rates for School Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

E. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

Mortality Rates (continued)

2009 CalSTRS Termination Rates

The turnover assumptions are based on the 2009 CalSTRS Termination Rates table created by CalSTRS. CalSTRS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

2009 CalPERS Termination Rates for School Employees

The turnover assumptions are based on the 2009 CalPERS Termination Rates for School Employees table created by CalPERS. CalPERS periodically studies the experience for participating agencies and establishes tables that are appropriate for each pool.

Changes in the Total OPEB Liability

	Total OPEB Liability	Fiduciary Net Position	Net OPEB Liability (Asset)
Balance at July 1, 2020	\$ 90,785,916	\$ 6,485,781	\$ 84,300,135
Changes for the year:			
Service cost	5,104,422	-	5,104,422
Interest	2,008,524	27,407	1,981,117
Employer Contributions	-	4,964,792	(4,964,792)
Differences between expected and actual experience	22,613,807	-	22,613,807
Changes of assumptions	346,578	-	346,578
Benefit payments	(4,366,240)	(4,366,240)	-
Net changes	25,707,091	625,959	25,081,132
Balance at June 30, 2021	\$ 116,493,007	\$ 7,111,740	\$ 109,381,267

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate	OPEB Liability
1% decrease	\$ 118,760,226
Current discount rate	\$ 109,381,267
1% increase	\$ 100,473,488

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

Healthcare Cost Trend Rate	OPEB Liability
1% decrease	\$ 95,129,372
Current trend rate	\$ 109,381,267
1% increase	\$ 126,276,538

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

E. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

The deferred outflows and inflows of resources related to changes of assumptions and differences between expected and actual experience in the measurement of the total OPEB liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the current measurement period is 10 years, 8.4 years for the 2018-19 and 2019-20 measurement periods and 10.2 years for the 2017-18 measurement period.

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 20,374,409	\$ 9,362,908
Changes of assumptions	7,782,382	1,378,041
Net difference between projected and actual earnings on OPEB plan investments	<u>\$ 315,357</u>	<u>\$ -</u>
Total	<u>\$ 28,472,148</u>	<u>\$ 10,740,949</u>

Amounts reported as deferred outflows and deferred inflows of resources will be recognized in OPEB expense as follows:

Year Ended June 30:	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 3,643,119	\$ (1,954,898)
2023	3,591,126	(1,954,898)
2024	3,549,285	(1,954,898)
2025	3,521,887	(1,954,898)
2026	3,497,515	(1,954,898)
Thereafter	<u>10,669,216</u>	<u>(966,459)</u>
	<u>\$ 28,472,148</u>	<u>\$ (10,740,949)</u>

Medicare Premium Payment (MPP) Program

Plan Description

The MPP Program is a cost-sharing multiple-employer other postemployment benefit (OPEB) plan established pursuant to Chapter 1032, Statutes of 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefit Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019 annual actuarial valuation report, Medicare Premium Payment Program. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <https://www.calstrs.com/general-information/gasb-6768>.

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

Medicare Premium Payment (MPP) Program (continued)

Benefits Provided

The MPP Program is a cost-sharing multiple-employer other postemployment benefit (OPEB) plan established pursuant to Chapter 1032, Statutes of 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers’ Health Benefit Fund. The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the Defined Benefit Program who were retired or began receiving a disability allowance prior to July 1, 2012, and were not eligible for premium-free Medicare Part A. Members who retire on or after July 1, 2012, are not eligible for coverage under the MPP Program.

As of June 30, 2020, 5,443 retirees participated in the MPP Program; however, the number of retired members who will participate in the program in the future is unknown as eligibility cannot be predetermined.

The MPP Program is funded on a pay-as-you-go basis from a portion of monthly employer contributions. In accordance with Education Code section 25930, contributions that would otherwise be credited to the Defined Benefit Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Total OPEB Liability

At June 30, 2021, the District reported a liability of \$976,252 for its proportionate share of the net OPEB liability for the MPP Program. The total OPEB liability for the MPP Program as of June 30, 2020, was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2019 and rolling forward the total OPEB liability to June 30, 2020. The District’s proportion of the net OPEB liability was based on a projection of the District’s long-term share of contributions to the OPEB plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District’s proportions of the net OPEB liability for the two most recent measurement periods were:

	Percentage Share of MPP Program		Change Increase/ (Decrease)
	Fiscal Year Ending June 30, 2021	Fiscal Year Ending June 30, 2020	
Measurement Date	June 30, 2020	June 30, 2019	
Proportion of the Net OPEB Liability	0.230365%	0.236391%	-0.006026%

For the year ended June 30, 2021, the District reported OPEB expense of \$95,939.

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2019 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Measurement Date	June 30, 2020
Valuation Date	June 30, 2019
Experience Study	June 30, 2014 through June 30, 2018
Actuarial Cost Method	Entry age normal
Investment Rate of Return	2.21%
Healthcare Cost Trend Rates	4.5% for Medicare Part A, and 5.4% for Medicare Part B

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

Medicare Premium Payment (MPP) Program (continued)

Actuarial Assumptions and Other Inputs (continued)

Assumptions were made about future participation (enrollment) into the MPP Program as CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members’ ages increase. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility but are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 294 or an average of 0.18% of the potentially eligible population of 159,339.

Actuarial Assumptions and Other Inputs (continued)

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP– 2019) table issued by the Society of Actuaries.

Discount Rate

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2020, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund (SMIF), which is a pooled investment program administered by the California State Treasurer.

As the MPP Program is funded on a pay-as-you-go basis, the OPEB plan’s fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, the MPP Program used the Bond Buyer’s 20-Bond GO Index from Bondbuyer.com as of June 30, 2020, as the discount rate, which was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate as of June 30, 2020, was 2.21%, which is a decrease of 1.29% from 3.50% as of June 30, 2019.

Sensitivity of the District’s Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the District’s proportionate share of the net OPEB liability, as well as what the District’s proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate	MPP OPEB Liability
1% decrease	\$ 1,079,518
Current discount rate	\$ 976,252
1% increase	\$ 888,379

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

E. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program (continued)

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates

The following presents the District's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percentage-point lower or one percentage-point higher than the current rates:

Medicare Cost Trend Rates	MPP OPEB Liability
1% decrease	\$ 885,200
Current trend rate	\$ 976,252
1% increase	\$ 1,081,068

NOTE 8 – PENSION PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2021, the District reported net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	\$ 147,307,456	\$ 44,603,925	\$ 12,797,038	\$ 23,700,736
CalPERS	77,681,103	15,349,815	2,650,844	14,040,487
Total	\$ 224,988,559	\$ 59,953,740	\$ 15,447,882	\$ 37,741,223

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <https://www.calstrs.com/general-information/gasb-6768>.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Plan Description (continued)

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2021, the District reported net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	\$ 147,307,456	\$ 44,603,925	\$ 12,797,038	\$ 23,700,736
CalPERS	77,681,103	15,349,815	2,650,844	14,040,487
Total	\$ 224,988,559	\$ 59,953,740	\$ 15,447,882	\$ 37,741,223

The details of each plan are as follows:

B. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <https://www.calstrs.com/general-information/gasb-6768>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The District contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

OXNARD SCHOOL DISTRICT
Notes to Financial Statements
June 30, 2021

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Benefits Provided(continued)

The STRP provisions and benefits in effect at June 30, 2021, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	2% at 60	2% at 62
Benefit Formula	5 years of service	5 years of service
Benefit Vesting Schedule	Monthly for life	Monthly for life
Benefit Payments	60	62
Retirement Age	2.0%-2.4%	2.0%-2.4%
Monthly Benefits as a Percentage of Eligible Compensation	10.25%	10.205%
Required Member Contribution Rate	16.15%	16.15%
Required Employer Contribution Rate	10.328%	10.328%
Required State Contribution Rate		

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state’s General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution, approximately \$1.6 billion, was allocated to reduce the employers’ share of the unfunded actuarial obligation of the Defined Benefit Program.

The contribution rates for each program for the year ended June 30, 2021, are presented above, and the District's total contributions were \$13,164,174.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of net pension liability	\$ 147,307,456
State's proportionate share of the net pension liability associated with the District	75,937,011
	<hr/>
Total	<u>\$ 223,244,467</u>

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The net pension liability was measured as of June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportions of the net pension liability for the two most recent measurement periods were:

	Percentage Share of Risk Pool		Change Increase/ (Decrease)
	Fiscal Year Ending June 30, 2021	Fiscal Year Ending June 30, 2020	
	June 30, 2020	June 30, 2019	
Measurement Date	June 30, 2020	June 30, 2019	
Proportion of the Net Pension Liability	0.152006%	0.152948%	-0.000942%

For the year ended June 30, 2021, the District recognized pension expense of \$23,700,736. In addition, the District recognized pension expense and revenue of \$2,374,268 for support provided by the State. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 13,164,174	\$ -
Net change in proportionate share of net pension liability	11,178,876	6,505,511
Difference between projected and actual earnings		
on pension plan investments	5,636,381	2,137,204
Changes of assumptions	14,364,563	-
Differences between expected and actual experience	259,931	4,154,323
Total	<u>\$ 44,603,925</u>	<u>\$ 12,797,038</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 7 years.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2022	\$ 8,489,297	\$ 4,577,707
2023	9,681,024	2,148,652
2024	8,481,383	1,888,722
2025	3,292,759	1,979,925
2026	1,228,518	1,246,203
Thereafter	266,770	955,829
Total	<u>\$ 31,439,751</u>	<u>\$ 12,797,038</u>

Actuarial Methods and Assumptions

The total pension liability for the STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Valuation Date	June 30, 2019
Experience Study	July 1, 2015 through June 30, 2018
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price of Inflation	2.75%
Wage Growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

The long-term investment rate of return assumption was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS investment staff and investment consultants as inputs to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Actuarial Methods and Assumptions (continued)

For each current and future valuation, CalSTRS’ independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2020, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global Equity	42%	4.8%
Fixed Income	15%	3.6%
Real Estate	13%	6.3%
Private Equity	12%	1.3%
Risk Mitigating Strategies	10%	1.8%
Inflation Sensitive	6%	3.3%
Cash/Liquidity	2%	(0.4%)

Discount Rate

The discount rate used to measure the total pension liability was 7.10%, which was unchanged from prior fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers are made at statutory contribution rates in accordance with the rate increases. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments and administrative expenses occur midyear. Based on those assumptions, the STRP’s fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 222,561,047
Current discount rate (7.10%)	147,307,456
1% increase (8.10%)	85,175,020

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the District for its proportionate share of the State’s on-behalf contributions is \$8,593,816.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the Schools Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019 annual actuarial valuation report, Schools Pool Accounting Report. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/employers/actuarial-resources/gasb>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2021, are summarized as follows:

	Schools Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	December 31, 2012	January 1, 2013
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0 – 2.5%	2.0 – 2.5%
Required Employee Contribution Rate	7.00%	7.00%
Required Employer Contribution Rate	20.70%	20.70%

Contributions

The benefits for the defined benefit pension plans are funded by contributions from members, employers, non-employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer's benefit formulas. In some circumstances, contributions are made by the employer to satisfy member contribution requirements. Member and employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Non-employer contributions are not expected each year, but when provided they are accrued for. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2021 are presented above, and the total District contributions were \$7,279,964.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2021, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$77,681,103. The net pension liability was measured as of June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportions of the net pension liability for the two most recent measurement periods were:

	<u>Percentage Share of Risk Pool</u>		Change Increase/ (Decrease)
	Fiscal Year Ending June 30, 2021	Fiscal Year Ending June 30, 2020	
	<u>June 30, 2020</u>	<u>June 30, 2019</u>	
Measurement Date			
Proportion of the Net Pension Liability	0.253172%	0.255714%	-0.002542%

For the year ended June 30, 2021, the District recognized pension expense of \$14,040,487. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Pension contributions subsequent to measurement date	\$ 7,279,964	\$ -
Net change in proportionate share of net pension liability	373,394	709,064
Difference between projected and actual earnings		
on pension plan investments	3,558,853	1,941,780
Changes of assumptions	284,860	-
Differences between expected and actual experience	3,852,744	-
Total	<u>\$ 15,349,815</u>	<u>\$ 2,650,844</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years.

OXNARD SCHOOL DISTRICT*Notes to Financial Statements**June 30, 2021***NOTE 8 – PENSION PLANS (continued)****B. California Public Employees Retirement System (CalPERS) (continued)****Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)**

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2022	\$ 3,722,148	\$ 1,754,473
2023	2,264,529	559,060
2024	1,310,348	160,624
2025	772,826	160,624
2026	-	16,063
Thereafter	-	-
Total	<u>\$ 8,069,851</u>	<u>\$ 2,650,844</u>

Actuarial Methods and Assumptions

Total pension liability for the Schools Pool was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The financial reporting actuarial valuation as of June 30, 2019 used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2019
Experience Study	1997-2015
Actuarial Cost Method	Entry age normal
Discount Rate	7.15%
Consumer Price of Inflation	2.50%
Wage Growth	Varies by entry age and service

Post-retirement mortality rates are based on CalPERS experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries. These tables are used to estimate the value of benefits expected to be paid for service and disability retirements. For disability retirements, impaired longevity is recognized by a separate table.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical and forecasted information for all the funds' asset classes, expected compound (geometric) returns were calculated over the short term (first 10 years) and the long term (11+ years) using a building-block approach. Using the expected nominal returns for both short term and long term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Actuarial Methods and Assumptions (continued)

The target asset allocation and best estimates of real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Real Return Years 1-10	Real Return Years 11+
Global Equity	50%	4.80%	5.98%
Fixed Income	28%	1.00%	2.62%
Inflation Assets	0%	0.77%	1.81%
Private Equity	8%	6.30%	7.23%
Real Assets	13%	3.75%	4.93%
Liquidity	1%	0.00%	(0.92%)

Discount Rate

The discount rate used to measure the total pension liability was 7.15%. The discount rate is not adjusted for administrative expenses. The fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return for the pension plan's investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	\$ 111,680,751
Current discount rate (7.15%)	77,681,103
1% increase (8.15%)	49,463,101

C. Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The District has elected to use the Social Security as its alternative plan.

D. Payables to the Pension Plans

At June 30, 2021, the District did not have any outstanding payables for outstanding contributions to the CalSTRS and CalPERS pension plans, respectively, required for the fiscal year ended June 30, 2021.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 9 – JOINT VENTURES

The Oxnard School District participates in one joint powers agreement (JPA) entity, the Ventura County Schools Self-Funding Authority (VCSSFA). The relationship between the Oxnard School District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The VCSSFA provides workers compensation, property and liability coverage for its member school districts through a varying combination of self-insurance and excess coverage. The JPA is governed by a board consisting of a representative from each member district. The governing board controls the operations of its JPA independent of any influence by the member districts beyond their representation on the governing board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPA.

Condensed audited financial information for the fiscal year ended June 30, 2020, is as follows:

	VCSSFA
Assets	\$ 129,162,169
Deferred Outflows of Resources	375,964
Liabilities	58,832,003
Deferred Inflows of Resources	93,186
Net Assets	<u>\$ 70,612,944</u>
Revenues	\$ 28,189,519
Expenses	35,205,446
Operating Income	(7,015,927)
Non-Operating Income	2,394,518
Change in Net Assets	<u>\$ (4,621,409)</u>

NOTE 10 – RISK MANAGEMENT

Property and Liability and Workers' Compensation

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2021, the District participated in the Ventura County Schools Self-Funding Authority public entity risk pool for property and liability insurance coverage and workers' compensation coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2020-21, the District participated in the Ventura County Schools Self-Funding Authority public entity risk pool for workers' compensation, with excess coverage provided by the SCRMA public entity risk pool. The District maintains a \$100,000 Self-Insured Retention (SIR) amount.

Employee Medical Benefits

The District has contracted with Gold Coast Benefits Trust to provide employee health and welfare benefits.

OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Litigation

The District is involved in certain legal matters that arose out of the normal course of business. The District has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2021.

C. Oxnard Construction Commitments

At June 30, 2021, the District had commitments with respect to unfinished capital projects of approximately \$1.1 million to be paid from bond proceeds and developer fees.

NOTE 12 – RESTATEMENT-CHANGE IN ACCOUNTING PRINCIPLE (GASB No.84)

Beginning Net Position in the Statement of Activities and Beginning Fund Balance in the Statement of Revenues Expenditures and Changes in Fund Balance have been increased by \$201,051 to account for the balance of the Student Activity Fund which is no longer a Fiduciary Fund under GASB No.84.

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Required Supplementary Information

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OXNARD SCHOOL DISTRICT
Budgetary Comparison Schedule – General Fund
For the Fiscal Year Ended June 30, 2021

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget - Pos (Neg)
	Original	Final		
Revenues				
LCFF Sources	\$ 153,410,469	\$ 167,424,172	\$ 167,476,463	\$ 52,291
Federal Sources	15,896,821	35,612,722	30,673,073	(4,939,649)
Other State Sources	7,991,723	10,065,098	28,735,933	18,670,835
Other Local Sources	10,100,722	10,536,875	14,313,207	3,776,332
Total Revenues	187,399,735	223,638,867	241,198,676	17,559,809
Expenditures				
Current:				
Certificated Salaries	80,299,029	87,590,099	88,210,200	(620,101)
Classified Salaries	27,532,439	28,612,287	28,896,230	(283,943)
Employee Benefits	40,502,919	44,478,249	52,548,815	(8,070,566)
Books and Supplies	13,019,602	26,024,671	16,987,223	9,037,448
Services and Other Operating Expenditures	27,708,863	30,939,720	23,598,316	7,341,404
Transfers of Indirect Costs	(691,728)	(444,644)	(572,776)	128,132
Capital Outlay	186,250	1,007,435	1,070,974	(63,539)
Other Outgo	2,278,000	2,278,000	2,322,496	(44,496)
Debt Service	407,017	407,017	412,105	(5,088)
Total Expenditures	191,242,391	220,892,834	213,473,583	7,419,251
Excess (Deficiency) of Revenues Over (Under) Expenditures	(3,842,656)	2,746,033	27,725,093	24,979,060
Other Financing Sources and Uses				
Interfund Transfers Out	(654,729)	(1,000,000)	(1,000,000)	-
Total Other Financing Sources and Uses	(654,729)	(1,000,000)	(1,000,000)	-
Excess (Deficiency) of Revenues and Other Expenditures and Other Financing Uses	(4,497,385)	1,746,033	26,725,093	24,979,060
Fund Balances, July 1, 2020	15,698,129	17,539,223	17,539,224	1
Fund Balances, June 30, 2021	\$ 11,200,744	\$ 19,285,256	\$ 44,264,317	\$ 24,979,061

OXNARD SCHOOL DISTRICT
Schedule of Proportionate Share of the Net Pension Liability
For the Fiscal Year Ended June 30, 2021

	Last Ten Fiscal Years*						
	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
CalSTRS							
District's proportion of the net pension liability	0.1520%	0.1529%	0.1570%	0.1485%	0.1547%	0.1500%	0.1270%
District's proportionate share of the net pension liability	\$ 147,307,456	\$ 138,136,433	\$ 144,320,917	\$ 137,347,794	\$ 125,365,550	\$ 100,986,000	\$ 74,214,990
State's proportionate share of the net pension liability associated with the District	75,937,011	75,362,646	82,630,475	\$ 81,253,795	71,378,879	53,410,318	44,814,665
Totals	\$ 223,244,467	\$ 213,499,079	\$ 226,951,392	\$ 218,601,589	\$ 196,744,429	\$ 154,396,318	\$ 119,029,655
District's covered-employee payroll	\$ 82,018,654	\$ 84,292,598	\$ 83,459,653	\$ 80,537,440	\$ 76,798,239	\$ 70,452,489	\$ 63,059,794
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	179.60%	163.88%	172.92%	170.54%	163.24%	143.34%	117.69%
Plan fiduciary net position as a percentage of the total pension liability	72%	73%	71%	69%	70%	74%	77%
CalPERS							
District's proportion of the net pension liability	0.2532%	0.2557%	0.2556%	0.2519%	0.2531%	0.2457%	0.2290%
District's proportionate share of the net pension liability	\$ 77,681,103	\$ 74,525,983	\$ 68,149,798	\$ 60,128,107	\$ 49,987,407	\$ 36,216,423	\$ 25,974,371
District's covered-employee payroll	\$ 36,539,369	\$ 36,543,090	\$ 33,887,773	\$ 32,092,252	\$ 30,393,939	\$ 27,191,989	\$ 23,660,479
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	212.60%	203.94%	201.10%	187.36%	164.47%	133.19%	109.78%
Plan fiduciary net position as a percentage of the total pension liability	70%	70%	71%	72%	74%	79%	83%

Notes to Schedule:

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

OXNARD SCHOOL DISTRICT
Schedule of Pension Contributions
For the Fiscal Year Ended June 30, 2021

	Last Ten Fiscal Years*						
	<u>2020-21</u>	<u>2019-20</u>	<u>2018-19</u>	<u>2017-18</u>	<u>2016-17</u>	<u>2015-16</u>	<u>2014-15</u>
CalSTRS							
Contractually required contribution	\$ 13,164,174	\$ 14,025,190	\$ 13,722,835	\$ 12,043,228	\$ 10,131,610	\$ 8,240,451	\$ 6,256,181
Contributions in relation to the contractually required contribution	<u>13,164,174</u>	<u>14,025,190</u>	<u>13,722,835</u>	<u>12,043,228</u>	<u>10,131,610</u>	<u>8,240,451</u>	<u>6,256,181</u>
Contribution deficiency (excess):	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>81,511,911</u>	<u>82,018,654</u>	<u>\$ 84,292,598</u>	<u>\$ 83,459,653</u>	<u>\$ 80,537,440</u>	<u>\$ 76,798,239</u>	<u>\$ 70,452,489</u>
Contributions as a percentage of covered-employee payroll	<u>16.15%</u>	<u>17.10%</u>	<u>16.28%</u>	<u>14.43%</u>	<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
CalPERS							
Contractually required contribution	\$ 7,279,964	\$ 7,205,929	\$ 6,600,413	\$ 5,263,110	\$ 4,456,972	\$ 3,600,770	\$ 3,200,769
Contributions in relation to the contractually required contribution	<u>7,279,964</u>	<u>7,205,929</u>	<u>6,600,413</u>	<u>5,263,110</u>	<u>4,456,972</u>	<u>3,600,770</u>	<u>3,200,769</u>
Contribution deficiency (excess):	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>35,168,908</u>	<u>36,539,369</u>	<u>\$ 36,543,090</u>	<u>\$ 33,887,773</u>	<u>\$ 32,092,252</u>	<u>\$ 30,393,939</u>	<u>\$ 27,191,989</u>
Contributions as a percentage of covered-employee payroll	<u>20.700%</u>	<u>19.721%</u>	<u>18.062%</u>	<u>15.531%</u>	<u>13.888%</u>	<u>11.847%</u>	<u>11.771%</u>

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

OXNARD SCHOOL DISTRICT

Schedule of Changes in the District's Net OPEB Liability and Related Ratios For the Fiscal Year Ended June 30, 2021

	Last Ten Fiscal Years*			
	2020-21	2019-20	2018-19	2017-18
Total OPEB liability				
Service cost	\$ 5,104,422	\$ 3,837,913	\$ 4,987,643	\$ 4,854,154
Interest	2,008,524	1,779,340	3,428,314	3,335,606
Differences between expected and actual experience	22,613,807	-	(14,858,061)	-
Changes of assumptions or other inputs	346,578	8,408,860	1,654,667	(2,267,105)
Expected benefit payments	-	-	-	(3,630,866)
Benefit payments	(4,366,240)	(4,400,693)	(3,928,421)	85,492
Other changes	-	-	374,367	-
Net change in total OPEB liability	25,707,091	9,625,420	(8,341,491)	2,377,281
Total OPEB liability - beginning	90,785,916	81,160,496	89,501,987	87,124,706
Total OPEB liability - ending	\$ 116,493,007	\$ 90,785,916	\$ 81,160,496	\$ 89,501,987
Plan Fiduciary Net Position				
Contributions - employer	\$ 4,964,792	\$ -	\$ 4,265,389	\$ 4,339,503
Net investment income	-	284,231	154,831	79,553
Benefit payments	(4,366,240)	(3,564,682)	(3,928,421)	(3,630,865)
Investment Gains/(Losses)	27,407	(136,984)	-	-
Administrative expenses	-	-	-	85,492
Net change in plan fiduciary net position	625,959	(3,417,435)	491,799	873,683
Total fiduciary net position - beginning	6,485,781	9,903,216	9,411,417	8,537,734
Total fiduciary net position - ending	\$ 7,111,740	\$ 6,485,781	\$ 9,903,216	\$ 9,411,417
District's net OPEB liability (asset) - ending	\$ 109,381,267	\$ 84,300,135	\$ 71,257,280	\$ 80,090,570
Plan fiduciary net position as a percentage of the total OPEB liability	6.1%	7.1%	12.2%	10.5%
Covered-employee payroll	\$ 116,996,899	\$ 112,720,844	\$ 114,428,198	\$ 112,683,361
Total OPEB liability as a percentage of covered-employee payroll	93.5%	74.79%	62.27%	71.08%

Notes to Schedule:

* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

OXNARD SCHOOL DISTRICT

*Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
For the Fiscal Year Ended June 30, 2021*

Last Ten Fiscal Years*

	<u>2019-20</u>	<u>2018-19</u>	<u>2017-18</u>	<u>2016-17</u>
District's proportion of net OPEB liability	0.2304%	0.2364%	0.2469%	0.2364%
District's proportionate share of net OPEB liability	\$ 976,252	\$ 880,313	\$ 945,194	\$ 994,457
Covered-employee payroll	N/A	N/A	N/A	N/A
District's net OPEB liability as a percentage of covered-employee payroll	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total OPEB liability	(0.71%)	(0.81%)	0.40%	0.01%

Notes to Schedule:

As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

**This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

OXNARD SCHOOL DISTRICT

Notes to Required Supplementary Information For the Fiscal Year Ended June 30, 2021

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the *Governmental Accounting Standards Board* and provisions of the *California Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoptions with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of the District's Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.

Change of assumptions - There were no changes in economic assumptions since the previous valuations for either CalSTRS or CalPERS.

Schedule of District Contributions

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

This schedule presents information on the District's changes in the total OPEB liability, including beginning and ending balances, and the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – Liability changes resulting from changes in economic and demographic assumptions are deferred based on the average working life. The discount rate was changed from 2.20 percent to 2.16 percent since the previous valuation.

OXNARD SCHOOL DISTRICT

*Notes to the Required Supplementary Information
For the Fiscal Year Ended June 30, 2021*

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Schedule of the District’s Proportionate Share of the Net OPEB Liability – MPP Program

This schedule presents information on the District’s proportionate share of the net OPEB liability – MPP Program and the plans’ fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – The discount rate was changed from 3.50 percent to 2.21 percent since the previous valuation.

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Supplementary Information

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OXNARD SCHOOL DISTRICT

Local Educational Agency Organization Structure

June 30, 2021

The Oxnard School District was established in 1873, and consists of an area comprising approximately 28 square miles in the southern portion of Ventura County encompassing a portion of the City of Oxnard. The District operates twelve elementary schools (K-5), three intermediate schools (6-8), five K-8 schools, and one preschool. There were no boundary changes during the year.

GOVERNING BOARD

Member	Office	Term Expires
Mrs. Veronica Robles-Solis	President	November, 2022
Ms. Jarely Lopez	Clerk	November, 2022
Mrs. Debra Cordes	Member	November, 2022
Ms. Monica Madrigal Lopez	Member	November, 2024
Ms. Katalina Martinez	Member	November, 2024

DISTRICT ADMINISTRATORS

Karling Aguilera-Fort,
Superintendent

Ruth Qunito,
Assistant Superintendent, Business and Fiscal Services

Dr. Ana DeGenna,
Assistant Superintendent, Educational Services

Dr. Jesus Vaca,
Assistant Superintendent, Human Resources and Support Services

OXNARD SCHOOL DISTRICT
Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2021

Grade Level	Number of Instructional Days			Status
	Actual	Number of Days from J-13A Waiver	Total	
Kindergarten	180	0	180	Complied
Grade 1	180	0	180	Complied
Grade 2	180	0	180	Complied
Grade 3	180	0	180	Complied
Grade 4	180	0	180	Complied
Grade 5	180	0	180	Complied
Grade 6	180	0	180	Complied
Grade 7	180	0	180	Complied
Grade 8	180	0	180	Complied

OXNARD SCHOOL DISTRICT
Schedule of Financial Trends and Analysis
For the Fiscal Year Ended June 30, 2021

General Fund	(Budget) 2022 ²	2021	2020	2019
Revenues and other financing sources	\$ 243,984,950	\$ 241,198,676	\$ 209,743,313	\$ 218,657,684
Expenditures	211,184,966	213,473,583	212,762,107	223,874,640
Other uses and transfers out	-	1,000,000	329,516	2,330,338
Total outgo	211,184,966	214,473,583	213,091,623	226,204,978
Change in fund balance (deficit)	32,799,984	26,725,093	(3,348,310)	(7,547,294)
Ending fund balance	\$ 77,064,301	\$ 44,264,317	\$ 17,539,224	\$ 20,887,534
Available reserves ¹	\$ 16,173,460	\$ 12,866,393	\$ 6,808,892	\$ 9,970,664
Available reserves as a percentage of total outgo	7.7%	6.0%	3.2%	4.4%
Total long-term debt	\$ 637,997,054	\$ 647,635,714	\$ 593,739,067	\$ 587,814,149
Average daily attendance at P-2	14,355	N/A	15,194	15,617

The General Fund balance has increased by \$23.4 million over the past two years. The fiscal year 2021-22 adopted budget projects a increase of \$32.8 million. For a district of this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, and other uses (total outgo).

The District has incurred an operating deficit in two of the previous three years, but anticipates incurring an operating surplus during the 2021-22 fiscal year. Long-term debt has increased by \$59.8 million over the past two years.

The District did not report ADA in fiscal year 2020-21. Budgeted ADA for fiscal year 2021-22 is projected to be 14,355 which is a decrease of 839 ADA from 2019-20.

¹ Available reserves consist of all unassigned fund balances in the General Fund.

² Revised Final Budget August, 2021.

OXNARD SCHOOL DISTRICT

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2021*

*There were no differences between the Annual Financial and Budget Report and the
Audited Financial Statements in any funds.*

OXNARD SCHOOL DISTRICT
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
Federal Programs:				
U.S. Department of Agriculture:				
Passed through California Dept. of Education (CDE):				
Child Nutrition Cluster:				
School Breakfast Program - Especially Needy	10.553	13526	\$ 2,511,011	
National School Lunch Program	10.555	13523	4,060,563	
USDA Donated Foods	10.555	N/A	<u>1,266,041</u>	
Total Child Nutrition Cluster				\$ 7,837,615
Child and Adult Food Care Program:				
Child and Adult Food Care Program	10.558	13393	3,503,198	
Cash in Lieu of Commodities	10.558	13393	<u>207,516</u>	
Total Child and Adult Food Care Program				<u>3,710,714</u>
Total U.S. Department of Agriculture				<u>11,548,329</u>
U.S. Department of Treasury:				
Passed through California Department of Education (CDE):				
COVID-19: Coronavirus Relief Fund	21.019	25516		<u>14,072,940</u>
Total U.S. Department of Treasury				<u>14,072,940</u>
U.S. Department of Education:				
Every Student Succeeds Act (ESSA):				
Title I Grants				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	5,573,388	
Title I, School Improvement Funding	84.010	15438	<u>88,159</u>	
Total Title I Grants				5,661,547
Title II, Part A, Supporting Effective Instruction State Grant	84.367	14341		221,968
English Language Acquisition Grants:				
Title III, Immigrant Education Program	84.365	15146	31,258	
Title III, Limited English Proficiency	84.365	14346	<u>654,754</u>	
Total English Language Acquisition Grants				686,012
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396		245,605
COVID-19 - Education Stabilization Fund:				
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	2,409,171	
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	926,758	
Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation	84.425C	15517	<u>272,744</u>	
Total Education Stabilization Fund				3,608,673
Passed through Ventura County SELPA:				
Individuals with Disabilities Education Act Cluster (IDEA):				
Local Assistance Entitlement	84.027	13379	3,001,986	
IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027	10115	15,699	
IDEA Preschool Grants, Part B, Section 619	84.173	13430	<u>139,449</u>	
Total Special Education (IDEA) Cluster				<u>3,157,134</u>
Total U.S. Department of Education				<u>13,580,939</u>
U.S. Department of Health & Human Services:				
Passed through California Dept. of Education (CDE):				
COVID-19 Coronavirus Response and Relief Supplemental Appropriations Act	93.575	15535		<u>85,444</u>
Total U.S. Department of Health & Human Services				<u>85,444</u>
Total Expenditures of Federal Awards				<u>\$ 39,287,652</u>

Of the Federal expenditures presented in the schedule, the District provided no Federal awards to subrecipients.

OXNARD SCHOOL DISTRICT
Note to Supplementary Information
June 30, 2021

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the number of instructional days offered by the District and whether the District complied with Article 8 (commencing with Section 46200) of Chapter 2 Part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District’s financial trends by displaying past years’ data along with current year budget information. These financial trend disclosures are used to evaluate the District’s ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements. The District did not elect to use the ten percent de minimis indirect cost rate.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that were expended in the prior period.

	Assistance Listing Number	Amount
Total Federal Revenues from the Statement of Revenues, Expenditures, and Changes in Fund Balances		\$ 42,306,846
Differences between Federal Revenues and Expenditures:		
COVID-19 Coronavirus Relief Fund	21.019	(2,897,506)
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	(121,682)
Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation	84.425C	(6)
Total Schedule of Expenditures of Federal Awards		<u>\$ 39,287,652</u>

Other Independent Auditors' Reports

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Oxnard School District
Oxnard, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Oxnard School District as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Oxnard School District's basic financial statements, and have issued our report thereon dated January 21, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Oxnard School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Oxnard School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Oxnard School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Oxnard School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements.

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California
January 21, 2022



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees
Oxnard School District
Oxnard, California

Report on Compliance for Each Major Federal Program

We have audited Oxnard School District's compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of Oxnard School District's major federal programs for the year ended June 30, 2021. Oxnard School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Oxnard School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Oxnard School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Oxnard School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Oxnard School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Other Matters

The results of our auditing procedures disclosed a instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as Finding 2021-001. Our opinion on each major federal program is not modified with respect to this matter.

Oxnard School District's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Oxnard School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

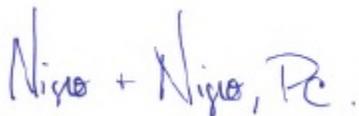
Report on Internal Control Over Compliance

Management of Oxnard School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Oxnard School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
January 21, 2022



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Trustees
 Oxnard School District
 Oxnard, California

Report on State Compliance

We have audited Oxnard School District's compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Oxnard School District's state government programs as noted on the following page for the fiscal year ended June 30, 2021.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Oxnard School District's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Oxnard School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Oxnard School District's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools:	
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes

Description	Procedures Performed
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Independent Study - Course Based	Not Applicable
Attendance	Not Applicable
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Charter School Facility Grant Program	Not Applicable

Unmodified Opinion on Compliance with State Programs

In our opinion, Oxnard School District complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2021.

Nixie + Nixie, PC.

Murrieta, California
January 21, 2022

Schedule of Findings and Questioned Costs

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OXNARD SCHOOL DISTRICT
Summary of Auditors' Results
For the Fiscal Year Ended June 30, 2021

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance Sec. 200.516(a)?	<u>Yes</u>

Identification of major programs:

Assistance Listing Numbers	Name of Federal Program or Cluster
<u>10.555, 10.553</u>	<u>Child Nutrition Cluster</u>
<u>84.425, 84.425C, 84.425D</u>	<u>COVID-19 Education Stabilization Fund</u>
<u>21.019</u>	<u>COVID-19 Coronavirus Relief Fund</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 1,178,630</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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OXNARD SCHOOL DISTRICT
Financial Statement Findings
For the Fiscal Year Ended June 30, 2021

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2020-21.

OXNARD SCHOOL DISTRICT
Federal Award Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2021

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

Finding 2021-001: Education Stabilization Fund- (50000)

Program Identification:

Federal Agency: U.S. Department of Education
Pass-through Entity: California Department of Education
Program Names: Elementary and Secondary School Emergency Relief (ESSERII) (AL No. 84.425D)

Criteria: 2 CFR 400.431(2)(ii) under costs of mass severance pay recognizes the Federal Government’s ‘responsibility to participate, to the extent of its fair share, in any specific payment. Prior approval by the Federal awarding agency or cognizant agency is required.’ ESSER funding is to be used to ‘prevent, prepare for, and respond to coronavirus.’

Condition: The District used ESSER II funds to pay a portion of the annual SERP costs from an agreement put in place on March 21, 2018.

Cause: The District believed that paying the cost of a SERP would be allowable based on the guidance from an external source.

Questioned Cost: The amount charged to ESSER II funding (res. 3212) was \$467,167.08. This amount can be used for an allowable purpose.

Context: This finding is limited to FY 2021 and is the first occurrence. ESSER II funding may be obligated through September 30, 2023.

Effect: The District will need to use another allowable funding source for the cost of the SERP and may use the ESSER II funds for allowable expenditures.

Recommendation: We recommend the District transfer the cost of the SERP to an allowable funding source and utilize the ESSER II funds for an allowable purpose up to September 30, 2023.

Views of Responsible Officials: In April 2021, District staff received information that Districts could consider using ESSER II funds to retire long-term unfunded debt. At that time, District staff believed SERP constituted a long-term unfunded debt which could be paid using ESSER II funds.

The district will transfer the cost of the SERP to an allowable funding source and utilize the ESSER II funds for other allowable purposes/expenditures.

OXNARD SCHOOL DISTRICT
State Award Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2021

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or questioned costs in 2020-21.

OXNARD SCHOOL DISTRICT
State Award Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2021

There were no findings or questioned costs in 2019-20.

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To the Board of Trustees
Oxnard School District
Oxnard, California

In planning and performing our audit of the basic financial statements of Oxnard School District for the fiscal year ending June 30, 2021, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the basic financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are an opportunity for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated January 21, 2022, on the financial statements of Oxnard School District.

ASSOCIATED STUDENT BODY (ASB)

Observation: We noted that at some sites the bank reconciliations contained stale-dated transactions. At Frank Intermediate the reconciliation contained stale-dated ‘Checks Cleared – Not Posted (EPES)’ dated September 2019 and February 2020, at Cesar Chavez School there were stale dated ‘Deposits Recorded in EPES – Not in Bank’ dated December 2019, at Fremont there were stale dated checks not cleared dated June 2019, September 2019, and June 2020.

Recommendation: We recommend that the bookkeepers at each ASB review all checks that are uncleared after 6 months to determine if they should void the check or keep it on the books.

Observation: We noted that the school sites are using the month’s bank balance instead of the reconciled book balance when performing the monthly trial balance. This causes the trial balances to have a variance related to the difference between the bank balance and the book balance. Trial balances should be performed using the book balance.

Recommendation: We recommend the District inquire with the site bookkeeper and ASB Advisor as to the reasons for the variance and implementation of trial balance corrections.

Observation: We noted that the school sites were keeping track of their inventories based on the sale price of the goods not the cost.

Recommendation: As a “best practice” we recommend the school sites change how they report their inventories to the cost of the inventory not the sale price. This will more accurately show the true dollar amount of inventory that each school site has on hand.

DISTRICT OFFICE

Observation: During our test of expenditures, we noted 5 out of 65 expenditures tested lacked any form of pre-approval.

Recommendation: As a “best practice”, approval by required parties should be obtained before the actual commitment to purchase the items. We recommend that the District implements controls to ensure that all disbursements are approved by contract or purchase order before it incurred.

We will review the status of the current year comments during our next audit engagement.

Nixie + Nixie, PC.

Murrieta, California
January 21, 2022

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Acceptance of Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2021 (Aguilera-Fort/Crandall Plasencia)

In November 2016, a general obligation bond proposition (Measure D) of the Oxnard School District was approved by the voters. Pursuant to the requirements of Proposition 39, the Board of Trustees of the District has established a Citizens' Bond Oversight Committee whose principal purpose is to review the bond expenditures and ensure their use for the purposes set forth in the ballot measure, as well as to inform the public as to such expenditures.

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds have been expended only for the authorized Bond projects.

The Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report June 30, 2021, prepared by the firm of Nigro & Nigro, PC is hereby presented to the Board.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Director of Finance that the Board of Trustees accept the Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2021.

ADDITIONAL MATERIALS:

Attached: [Measure D General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2021 \(18 pages\)](#)



**MEASURE “D” GENERAL
OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT
AUDIT REPORT
For the Fiscal Year Ended
June 30, 2021**

NIGRO & NIGRO^{PC}

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

For the Fiscal Year Ended June 30, 2021

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Financial Section

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

*Introduction and Citizens’ Oversight Committee Member Listing
June 30, 2021*

Oxnard School District consists of three middle schools, 11 elementary schools, six K-8 schools, as well as one special education preschool campus supported by a District Office and an operations center. The District serves approximately 15,100 students.

On November 8, 2016, the voters of the Oxnard School District approved by more than 55% Measure “D”, authorizing the issuance and sale of \$142,500,000 of general obligation bonds. The District has issued Series A, B, and C of the Election of 2016 General Obligation Bonds in the total amounts of \$105,991,761. The bonds have been issued to replace portable classrooms, modernize and construct adult classrooms and support facilities, and to pay costs of issuance of the bonds.

The passage of Proposition 39 in November 2000 amended the California Constitution to include accountability provisions. Specifically, the District must conduct an annual independent performance audit to ensure that funds have been expended only on the specific projects listed as well as an annual, independent financial audit of the proceeds from the sale of the bonds until all of the proceeds have been expended for facilities projects.

Upon passage of Proposition 39, an accompanying piece of legislation, AB1908 (Chapter 44, Statutes of 2000), was also enacted, which amended the Education Code to establish additional procedures which must be followed if a District seeks approval of a bond Proposition pursuant to the 55% majority authorized in Proposition 39 including formation, composition and purpose of the Citizens’ Bond Oversight Committee, and authorization for injunctive relief against the improper expenditure of bond revenues.

The Citizens’ Bond Oversight Committee was comprised of the following members as of June 30, 2021:

<u>Name</u>	<u>Title</u>	<u>Representation</u>
Will Ray Jr.	Chair	Parent/Guardian of Child in District and Active in Parent Teacher Organization
Alyssa Maria	Vice Chair	Parent/Guardian of Child in District
John Jay	Member	Taxpayer Organization Member
William Belcher	Member	At-Large Community Member
Lisa Latimer	Member	At-Large Community Member
Socorro Castro	Member	Senior Citizen's Organization
Vacant	Member	Business Representative



INDEPENDENT AUDITORS' REPORT

The Board of Trustees and the
Citizens' Bond Oversight Committee
Oxnard School District
Oxnard, California

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure "D" General Obligation Bond Building Fund of Oxnard School District, as of and for the fiscal year ended June 30, 2021, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure "D" General Obligation Bond Building Fund of Oxnard School District, as of June 30, 2021, and the changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure “D” General Obligation Bond Building Fund and do not purport to, and do not, present fairly the financial position of the Oxnard School District, as of June 30, 2021, the changes in its financial position, or, where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2022, on our consideration of the District’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District’s internal control over financial reporting and compliance.



Murrieta, California
January 21, 2022

**MEASURE "D" GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

Balance Sheet

June 30, 2021

	Measure "D"
	Building Fund
ASSETS	
Deposits and investments	\$ 9,888,665
Accounts receivable	22,474
Due from other funds	<u>20,000,000</u>
Total Assets	<u>\$ 29,911,139</u>
LIABILITIES AND FUND BALANCE	
Liabilities	
Accounts payable	\$ 87,098
Fund Balance	
Restricted for capital projects	<u>29,824,041</u>
Total Liabilities and Fund Balance	<u>\$ 29,911,139</u>

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

*Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Fiscal Year Ended June 30, 2021*

	Measure "D"
	Building Fund
REVENUES	
Other state sources	\$ 7,267,950
Interest earnings	111,359
	<hr/>
Total Revenues	7,379,309
	<hr/>
EXPENDITURES	
Current:	
Materials and supplies	114,330
Services and other operating expenditures	145,359
Other Outgo	159,920
Capital outlay	3,032,261
Debt service:	
Issuance cost	180,000
	<hr/>
Total Expenditures	3,631,870
	<hr/>
Excess (Deficiency) of Revenues	
Over (Under) Expenditures	3,747,439
	<hr/>
OTHER FINANCING SOURCES (USES)	
Issuance of debt - general obligation bonds	10,995,135
	<hr/>
Total Other Financing Sources and Uses	10,995,135
	<hr/>
Net Change in Fund Balance	14,742,574
	<hr/>
Fund Balance, July 1, 2020	15,081,467
	<hr/>
Fund Balance, June 30, 2021	\$ 29,824,041
	<hr/> <hr/>

MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF OXNARD SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2021

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

On November 8, 2016, the District voters authorized \$142,500,000 in General Obligation Bonds (Measure “D”) for the purpose of financing the modernization and construction for school facilities within the District. The measure required a minimum 55% vote for passage. In response, an advisory committee to the District’s Governing Board and Superintendent, the Citizens’ Bond Oversight Committee, was established. The Committee’s oversight goals include ensuring compliance with conditions of Measure “D”.

The Bond proceeds are accounted for in the District’s Building Fund (21.4), where they are expended for the approved projects. The statements presented are for the individual Measure “D” General Obligation Bond Building Fund and are not intended to be a complete presentation of the District’s financial position or results of operations.

B. Basis of Accounting

The Measure “D” General Obligation Bond Building Fund is a governmental fund reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within 60 days after year-end. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and financing from capital leases are reported as other financing sources.

C. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all government funds. By state law, the District’s governing board must adopt a budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District’s governing board satisfied these requirements.

These budgets are revised by the District’s governing board during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

Notes to Financial Statements

June 30, 2021

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Fund Balances

The fund balance for governmental funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The District’s highest decision-making level of authority rests with the District’s Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

Assigned: Resources that are constrained by the District’s intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the District for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the District’s policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

F. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

Notes to Financial Statements

June 30, 2021

NOTE 2 – CASH

Pooled Funds

In accordance with Education Code Section 41001, the District maintains all of its cash from the bond proceeds in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the District’s deposits are maintained in a recognized pooled investment fund under the care of a third party and the District’s share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2021, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset’s fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the District’s own data. The District should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized – Investments in the Ventura County Treasury Investment Pool are not measured using the input levels above because the District’s transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

	Reported Amount	Maturity		Fair Value Measurement	Rating
		Less Than One Year	Through Five Years		
Investments:					
County Treasury Investment Pool: Measure "D"	\$ 9,888,665	\$ 9,888,665	\$ -	Uncategorized	N/A

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

Notes to Financial Statements

June 30, 2021

NOTE 3 – ACCOUNTS RECEIVABLE

The total accounts receivable at June 30, 2021, in the amount of \$22,474 represents amounts due from the Ventura County Treasurer for interest earnings for the quarter ended June 30, 2021.

NOTE 4 – INTERFUND ACTIVITY

General Fund due to Building Fund for a short-term loan to cover cash shortage due to June deferral of apportionment \$ 20,000,000

NOTE 5 – MEASURE “D” GENERAL OBLIGATION BONDS

On December 15, 2020 the District issued \$10,995,135 in Series C of the election of 2016 General Obligation Bonds. This followed the issuance of \$81 million of Series A bonds on March 30, 2017 and the nearly \$14.0 million in Series B bonds on March 29, 2018. The bonds are general obligations of the District. The County is obligated to levy ad valorem taxes upon all property within the District for the payment of interest on and principal of the bonds. The County records the collection of taxes and payments of bond principal and interest in a separate fund, which is not reported here. The bonds were issued to finance the acquisition, construction, and modernization of school facilities and to pay costs of the issuance of the bonds.

Measure “D” Bonds issued and outstanding as of June 30, 2021, are as follows:

Bond	Interest Rate	Date of Issue	Maturity Date	Amount of Original Issue	Outstanding, July 1, 2020	Additions	Deductions	Outstanding, June 30, 2021
Measure D (2016)								
Series A	3.5% to 5.0%	3/30/2018	8/1/2046	\$ 81,000,000	\$ 81,000,000	\$ -	\$ -	\$ 81,000,000
Series B	3.0% to 5.0%	3/29/2019	8/1/2041	13,996,626	12,931,626	-	-	12,931,626
Series C	3.0% to 4.0%	12/15/2020	8/1/2050	10,995,135	-	10,995,135	-	10,995,135
					<u>\$ 93,931,626</u>	<u>\$ 10,995,135</u>	<u>\$ -</u>	<u>\$ 104,926,761</u>

The requirements to amortize outstanding Measure “D” general obligation bonds are as follows:

Fiscal Year	Principal	Interest	Total
2021-22	\$ -	\$ 4,582,275	\$ 4,582,275
2022-23	149,412	4,675,175	4,824,587
2023-24	269,480	4,717,725	4,987,205
2024-25	166,024	4,758,025	4,924,049
2025-26	327,910	4,749,400	5,077,310
2026-31	4,841,510	23,320,313	28,161,823
2031-36	12,059,347	21,486,875	33,546,222
2036-41	22,377,035	17,553,250	39,930,285
2041-46	36,071,043	10,637,875	46,708,918
2046-51	28,665,000	2,277,450	30,942,450
Total	<u>\$ 104,926,761</u>	<u>\$ 98,758,363</u>	<u>\$ 203,685,124</u>

General Obligation Bond payments are made from the District’s Bond Interest and Redemption Fund maintained by the County.

**MEASURE “D” GENERAL OBLIGATION BOND BUILDING FUND OF
OXNARD SCHOOL DISTRICT**

Notes to Financial Statements

June 30, 2021

NOTE 6 – COMMITMENTS AND CONTINGENCIES

Construction Commitments

At June 30, 2021, the District had no commitments with respect to unfinished capital projects.

NOTE 7 – CITIZEN’S OVERSIGHT COMMITTEE

Education Code Section 15282(a) states that the Citizens' Oversight Committee must consist of at least seven members and must be comprised of the following members: one member shall be active in a business organization representing the business community located within the district, one member shall be active in a senior citizens' organization, one member shall be active in a bona fide taxpayers' organization, one member shall be the parent or guardian of a child enrolled in the district, and one member shall be both a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or school site council. The Committee has only six members and lacks representation from a member of a business organization. As a result, the committee does not have all the required representation. The District is actively seeking to fill this position.

Other Independent Auditors' Reports



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Trustees and the
Citizens' Bond Oversight Committee
Oxnard School District
Oxnard, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure "D" General Obligation Bond Building Fund of Oxnard School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated January 21, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Oxnard School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Oxnard School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Oxnard School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

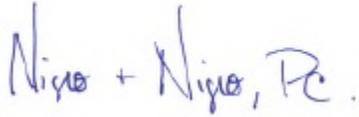
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Oxnard School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California

January 21, 2022



INDEPENDENT AUDITORS' REPORT ON PERFORMANCE

The Board of Trustees and the
Citizens' Bond Oversight Committee
Oxnard School District
Oxnard, California

We have examined the Oxnard School District's compliance with the performance requirements for the Proposition 39 Measure "D" General Obligation Bond for the fiscal year ended June 30, 2021, under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the Bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Objectives

The objectives of the examination of compliance applicable to the District are to determine with reasonable assurance that:

- The expenditures charged to the Oxnard School District Building Fund (21.4) are documented.
- Expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure "D".
- Any discrepancies or weaknesses in internal controls are noted and recommendations for improvement are provided.
- The District Board and the Citizens' Bond Oversight Committee are provided with a performance audit report as required under the requirements of the California Constitution and Proposition 39.

Scope of the Audit

The scope of our performance audit covered the fiscal period from July 1, 2020 to June 30, 2021. The expenditures tested included all object and project codes associated with the bond projects. Expenditures incurred subsequent to June 30, 2021 were not reviewed or included within the scope of our audit or in this report.

Procedures Performed

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2021 for the Measure “D” General Obligation Bond Building Fund. Within the fiscal year audited, we obtained the actual invoices and other supporting documentation for expenditures to ensure compliance with the requirements of Proposition 39 and Measure “D” with regards to the approved bond projects list. We performed the following procedures:

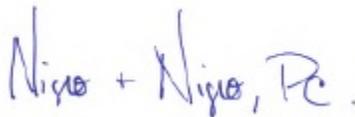
To meet our objectives, audit tests were performed and included, but were not limited to the following:

- We verified that bond funds were deposited in the District’s name and invested in accordance with applicable legal requirements.
- We tested \$2.6 million in bond fund invoices paid (approximately 76.0%). This includes testing payments for validity, allowability, and accuracy. Expenditures sampled in our test included payments made to the construction manager.
- We reviewed the official ballot language as set out in the Measure “D” election documents.
- We verified that funds from the Building Fund were expended for the construction, reconstruction, acquisition, furnishing and equipping of District facilities constituting the authorized bond projects, and we verified that funds held in the Building Fund were not used for salaries of school administrators or other operating expenses of the District.
- We reviewed documents for projects undertaken during the year to ensure that proper bidding procedures were followed pursuant to Public Contract Code Section 22032.

Our audit of compliance made for the purpose set forth in the preceding paragraph would not necessarily disclose all instances of noncompliance.

In our opinion, the District complied with the compliance requirements for the Measure “D” General Obligation Bond proceeds listed and tested above.

This report is intended for the information of the Board of Trustees, management and the Citizens’ Bond Oversight Committee; however, this report is a matter of public record.



Murrieta, California
January 21, 2022

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Approval of the Comprehensive School Safety Plans for 21 Sites (DeGenna/Nocero)

It is the policy of the State Board of Education that every child that attends a public school has the right to attend a safe school. (Constitution of the State of California, Article 1, Section 28(c),) California Education Code Section 32280 requires that all schools have a Comprehensive School Safety Plan, which includes crisis response. (ASB 187 Hughes) The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm.

All school sites completed their Comprehensive School Safety Plans in consultation with school staff, parents, law enforcement, community stakeholders, including School Site Council. CA Education Code 32286 requires that the local Board of Education approve Comprehensive School Safety Plans for each school site by March 1 yearly.

FISCAL IMPACT:

Each school site has developed actions and services within its Single Plan for Student Achievement that addresses the financial impact of ensuring that schools have a safe and orderly environment conducive to learning.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and the Director of Pupil Services that the Board of Trustees approve the Comprehensive School Safety Plans for all 21 elementary and middle schools, as presented.

ADDITIONAL MATERIALS:

Attached: [Brekke CSSP Plan 21-22 \(44 pgs\).pdf](#)
[Chavez CSSP Plan 21-22 \(49 pgs\).pdf](#)
[Curren CSSP Plan 21-22 \(46 pgs\).pdf](#)
[Driffill CSSP Plan 21-22 \(52 pgs\).pdf](#)
[Elm CSSP Plan 21-22 \(52 pgs\).pdf](#)
[Frank CSSP Plan 21-22 \(47 pgs\).pdf](#)
[Fremont CSSP Plan 21-22 \(44 pgs\).pdf](#)
[Harrington CSSP Plan 21-22 \(43 pgs\).pdf](#)
[Kamala CSSP Plan 21-22 \(46 pgs\).pdf](#)
[Lemonwood CSSP Plan 21-22 \(51 pgs\).pdf](#)
[Lopez CSSP Plan 21-22 \(46 pgs\).pdf](#)
[Marina West CSSP Plan 21-22 \(48 pgs\).pdf](#)

Marshall CSSP Plan 21-22 (48 pgs).pdf
McAuliffe CSSP Plan 21-22 (50 pgs).pdf
McKinna CSSP Plan 21-22 (47 pgs).pdf
Ramona CSSP Plan 21-22 (54 pgs).pdf
Ritchen CSSP Plan 21-22 (44 pgs).pdf
Rose Ave CSSP Plan 21-22 (53 pgs).pdf
San Miguel CSSP Plan 21-22 (42 pgs).pdf
Sierra Linda CSSP Plan 21-22 (44 pgs).pdf
Soria CSSP Plan 21-22 (53 pgs).pdf
Comprehensive School Safety Plans Board Presentation (11 pages).pdf

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Norman R. Brekke Elementary School
CDS Code: 56725386114029
District: Oxnard School District
Address: 1400 Martin Luther King Jr. Drive
 Oxnard, CA 93030
Date of Adoption: January 29, 2021
Date of Review: -with Staff
 November 30, 2021
 -with Law Enforcement
 January 31, 2022
 -with Fire Authority
 January 31, 2022

Reviewed by:

Name	Title	Signature	Date
<i>Lawrence Arthur Commander</i>	Police Department Representative	<i>Lawrence Arthur</i>	<i>2/2/22</i>
Tammy Smith	Principal	<i>Tammy Smith</i>	<i>1/20/2022</i>
Marcella Flores	Office Manager	<i>Marcella Flores</i>	<i>1/18/2022</i>
Jessica Joens	School Site Council Parent	<i>Jessica Joens</i>	<i>1/20/2022</i>
Stephen Carrier	Teacher	<i>Stephen Carrier</i>	<i>1-20-22</i>
Traci Martinez	School Site Council Chairperson	<i>Traci Martinez</i>	<i>1/20/22</i>
Janice Rodriguez	After-School Program Site Coordinator	<i>Janice Rodriguez</i>	<i>1/18/22</i>
Scott Brewer	Fire Department Representative	<i>Scott Brewer</i>	<i>2/3/22</i>

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Norman R. Brekke Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

The mission of Brekke School, in conjunction with the Oxnard School District, is to ensure a learning environment that is physically and emotionally safe for the school community.

Components of the Comprehensive School Safety Plan (EC 32281)

Norman R. Brekke Elementary School Safety Committee

Tammy Smith (Principal), Yolanda Melano (School Site Council Parent), Marcella Flores (Office Manager), (Police Dept. Representative), Stephen Carrier (Teacher - 5th grade), John Avalos (Lead Custodian), (Fire Dept. Representative), and Traci Martinez (School Site Council Chair), Ashleigh Arias (school counselor), Janice Rodriguez (ASP Coordinator)

Assessment of School Safety

Our school community has the right to a safe and secure campus where they are free from physical and psychological harm. School administration and staff are committed to maximizing school safety, creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

In order to ensure that students engage in safe behavior, the school instituted the "Dolphin Pride" program which is predicated on the school's Guidelines for Success "The Brekke B's" - Be Safe, Be Responsible, Be Respectful and the CHAMPS positive behavior support program. Students are expected to follow these Guidelines and teachers and staff reinforce them in their classrooms and common areas. We encourage positive behavior plans and award students with dolphin dollars when they are "caught" exhibiting one of The Brekke B's. CHAMPS Posters are posted throughout the school and outline the expected behaviors in different school locations (classrooms, hallways, cafeteria, etc.). Consequences are given when the expectations are not adhered to. Students are reminded of what safe, responsible, and respectful actions are when they engage in behavior that does not follow the Brekke B's.

The information about the behavior expectations, discipline and consequences is shared with all stakeholders during parent meetings such as ELAC, SSC, PTA and Title I meetings; and during parent teacher conferences.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted, and necessary changes are made by either school personnel or district personnel.

The Lead Custodian and the Principal conduct a monthly safety inspection and submit reports to the District Office. Any safety issues are reported by staff to the administration as they are noticed and are handled by the Lead Custodian or through work orders to the district office. Minor changes (such as repairs) are made immediately. Major changes which may need input from more stakeholders go through a process of involving the school's staff and any relevant parent groups. Once the input has been obtained, a system of communication goes into effect to make sure all stakeholders are made aware of the changes.

An annual inventory of Emergency equipment is conducted and supplies are replaced as needed, including emergency buckets and emergency classroom backpacks. The Emergency Operations Plan (EOP) is updated and first aid supplies and search and rescue plans are in place. Staff is trained in the Emergency Operations Plan/School Safety Plan.

In addition, the Principal plans lock-down drills, fire and earthquake drills to prepare staff and students in the event of a real situation where one of these strategies would be put into effect while school is in session. The Oxnard Police Department is present when we conduct our annual school-wide evacuation drill.

To ensure student safety during drop off and pick up times, the parking lot is closed to through traffic. Campus supervisors have been trained to cross students at designated crosswalks during these times. Adults who are not employees are not allowed on campus at any time without first checking in at the office, signing in and obtaining a visitor's badge. Additionally, all visitors and volunteers are asked to show a picture ID when signing in at the office. All perspective volunteers are screened through the District before being approved to volunteer at the school site. Any adult on campus without a visitor /volunteer badge is directed to the office where they can sign in. Any parent/guardian who picks up a student early from school or comes for a late pick up is also required to show a picture ID when signing out the student(s). This information is communicated to parents at the beginning of the school year in the Parent Handbook.

Site administration, as well as the PBIS Team, collected and analyzed data from office referrals, attendance rates, student suspensions, and the Panorama survey to inform the development of the Site Safety Plan and to improve school-wide systems and practices for student safety.

The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

The Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws. Administration communicates with the community via meetings, letters, and the connect-ed phone messaging system regarding reminders for safety and traffic regulations.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

At Brekke, all staff is trained on Child Abuse Reporting Procedures each year.

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The following are the District's Policies for Suspension and Expulsion

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
 - b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.

- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3,

48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering. Students may not wear clothing or hairstyles that will be disruptive to the educational process.

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

Dress Code Policy

Primary responsibility for student grooming lies with the student and his or her parents; while working closely with school administration. The purpose of the dress standards shall be to ensure a safe and secure environment in which to offer a quality education.

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to appropriately conceal undergarments at all times.

- Articles of clothing, which display gang symbols, profanity or products, or slogans, which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. Professional sport team jackets, T-shirts, and hats are also Not permitted at school.
- Metal accessories and jewelry that present a hazard to the health and safety of students are prohibited.
- Tank tops may not be worn without a T-shirt underneath.
- Over-sized clothing is inappropriate and must not create a safety hazard during physical activity. Clothing may be no more than one size larger than the appropriate size. Pants must stay up on hips without the use of a belt and should not cover shoes.
- Beach wear, halter-tops, tube tops, bare midriffs or chest, see through outfits, or off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.
- Walking shorts are permissible and must be at least mid thigh in length. All sports wear type shorts, bike shorts (spandex), frayed shorts, shorts and pants with holes or short-shorts are unacceptable.
- Shorts that stop between mid-calf and knees worn with long white socks are considered gang attire and may not be worn. There must be at least four inches between the top of the socks and bottom of the shorts. Thigh high is not acceptable attire for school.
- Straps must be fastened at all times. Bib overalls must be worn with both straps fastened.
- Tights will be allowed if over garment reaches 4 inches above the knee.
- All students must wear shoes. Strap on tennis shoes need to be strapped across the foot for safety. Thongs or sandals are inappropriate for safety reasons. Closed toe shoes only.
- Hats may be worn outside the classroom. Gang related symbols of any kind on the hats and professional sports team names/logos are not acceptable. Official school hats, inclement weather hats or hats that are part of an accessorized outfit are acceptable.
- A belt with military type buckles oversized buckles or chains may not be worn. Belts must be appropriately fitted.
- Exceptions to the dress code can only be made for medical, health reasons, or religious beliefs.

Reglamento Para El Código Del Vestido

La responsabilidad primordial por el arreglo personal del estudiante esta a cargo del estudiante y de sus padres, trabajando en estrecha unión con la administración escolar. El objeto de tener un código de vestir es garantizar un ambiente seguro y sin peligros en el cual se pueda ofrecer una educación de calidad.

Toda la ropa debe estar ordenada, limpia, en condición aceptable y debe usarse dentro de los límites de la decencia y el buen gusto apropiado para la escuela. Los artículos de ropa deben ser lo suficiente para cubrir, en forma apropiada, la ropa interior.

- Los artículos de ropa que exhiben símbolos de las pandillas, vulgaridades o productos o propaganda para el tabaco, el alcohol, las drogas el sexo, o que interfieren materialmente con el trabajo escolar, que causan desorden o que interrumpen el proceso educativo, no son permitidos. Tampoco NO se permiten en la escuela las chaquetas, camisetas, sombreros (hats) de los equipos profesionales.
- Están prohibidos los accesorios de metal que presentan un peligro para la salud o la seguridad de los estudiantes.
- Las camisetas de tirantes no se deben usar sin una camiseta (T-Shirt) por debajo.
- La ropa demasiado grande no es apropiada y no debe crear un peligro para la seguridad durante las actividades físicas. La ropa no debe ser más de una medida más grande que el tamaño apropiado. Los pantalones deben sostenerse en la cadera sin necesidad de usar un cinturón y no deben cubrir los zapatos.
- La ropa que se usa en la playa, las blusas sin tirantes, las blusas o camisas con el estomago o el pecho descubierto, los artículos de ropa transparente y las blusas con el hombro descubierto no son apropiadas ni aceptables.
- Los pantalones cortos para caminar sí son permitidos y deben llegar no mas alto de la rodilla y máximo 4 pulgadas arriba de la rodilla Todos los pantalones o pantalones cortos deportivos, de ciclismo (de licra), deshilachados, con agujeros o demasiado cortos no son aceptables.
- Los pantalones cortos que terminan entre la pantorrilla y la rodilla y que se usan con calcetines blancos largos se consideran ropa de pandilleros y no se deben usar. Las calcetas para las niñas no puede exceder más alta de la rodilla.
- Los tirantes deben estar abrochados todo el tiempo. Los overoles deben usarse con ambos tirantes abrochados.
- Se permitirán las mallas si la ropa que va encima llega por lo menos hasta cuatro pulgadas arriba de la rodilla.
- Todos los estudiantes deben usar zapatos. Los tenis que tengan velcro necesitan estar abrochados todo el tiempo por razones de seguridad. Los zapatos playeros o las sandalias no son apropiados por razones de seguridad. Solamente zapatos cerrados son permitidos.
- Se permite usar sombreros afuera del salón. Ninguna clase de símbolos, nombres/logos de equipos profesionales relacionados con las pandillas son aceptables en los gorros/sombreros. Las gorras serán permitidas siempre y cuando sean las gorras/sombreros oficiales de la escuela, gorras impermeables, o sombreros que formen parte de algún vestido si son aceptados.
- No se deben usar cinturones con hebillas estilo militar, ni hebillas grandes o cadenas.
- Se harán excepciones al código del vestido siempre y cuando sean por razones médicas o religiosas.

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

Brekke staff continually monitors the safety of all students upon arrival and dismissal from school. Routines and procedures are established for the arrival and dismissal of students. Traffic is monitored in the front of the school both before and after school. In addition, morning supervision is provided in the following areas the asphalt, Cafeteria, Kinder lines, Upper and lower grade lines. Supervisors are campus assistants, teachers, paraprofessionals, other support personnel, custodial staff and administrators.

The regular student day is from 8:00 am to 2:10 pm for students from grades 1-5. The regular school day for Transitional Kindergarten and Kindergarten students is from 8:00 am to 1:17 pm.

For morning arrival, the parking lot is closed to parents. Parents are asked to drop off students near one of the school entrances. Crossing guards are posted at the crosswalk near the parking lot entrance. Upon arrival, all students are to go to the play area in the back of the school or to the cafeteria for breakfast. Students are not allowed on campus until after 7:30 AM. No students are to be in classrooms or hallways unattended. At the first bell, 7:57 AM, students are to immediately go to their "line" and wait for their teacher to escort them to the classroom. Instructional minutes begin at 8:00 and any student who is not in their "line" at 8:00 shall be counted tardy.

If the student arrives after the tardy bell (at 8:00 am), the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom. A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Upon dismissal at 2:10 PM, the parking lot is closed to parents for pick up. Staff members will supervise students at dismissal in the front of the building. All students are to be picked up immediately following dismissal. Those students who walk are to leave campus at dismissal time unless arrangements have been made with Brekke staff. Students are not allowed to loiter or wait for pick up without supervision outside the campus gates/doors. Students who are not picked up on time will be escorted to the office to wait for pick up. At this time, the office will release the student to a parent, guardian or adult on the emergency card only with proper identification.

For Kindergarten dismissal, the bus loading and unloading area near the Kindergarten playground area is to be for pick-up purposes only. No parking signs are posted and no private vehicles are to be parked and/or left in this area for student pick-up.

During the school day, students are to be supervised at all times. When one student or a small group of students is in the hallways to run an errand, go to the restroom, library, computer lab, etc, the student's must have a hall pass in their possession.

Brekke is a closed campus and all visitors to the campus are always to sign in at the front office. Parents are asked not to go to classrooms without prior clearance from the office and a visitor's badge. Parents are always welcome to serve as volunteers in classrooms; however, procedures for clearance to do so must be followed and cleared names will be provided by the district office only.

Leaving Early: Students may leave campus prior to dismissal if parents, guardians or persons designated by parents/guardians (as listed on the emergency card) pick up students from school with proper identification. Persons picking up the student during the day must present a valid ID, be of 18 years of age, noted on the emergency contact information and sign the student(s) out with the office.

Gates and Door Security: When all classes have entered the building at the beginning of the day, playground supervisors will lock the gates that lead to the basketball courts and park. All exterior doors will be locked to deter entrance to the building except through the front doors. All campus assistants and teachers have keys to the gates and can unlock them when students are outside for recess and other activities.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

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

Component:

Positive School Climate

Element:

School Wide Positive Behavior Support

Opportunity for Improvement:

Provide additional training for CHAMPS and ongoing staff development on positive behavior support strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Analyze and review effectiveness of the schoolwide positive behavior support plan.	Implement CHAMPS in the classrooms and different areas of the school and evaluate effectiveness throughout the year. Make recommendations for improvements in implementation of the plan.	Discipline referrals and number of suspensions	Principal and PBIS Team	Review office referrals and suspension rates
2) Keep parents/families informed of positive behavior support plan.	Share positive behavior plan and operations procedures at Back to School Night, ELAC, SSC meetings, and other parent nights throughout the year.		Principal and Brekke Safety Committee	Record of communication
3) Development of additional dolphin pride rewards, expectations, etc...	Evaluate the need for additional rewards and expectations throughout the year as needed. Suggestions to be brought back to safety committee.		Principal, PBIS Team and teachers	Meeting records
4) Train teachers and students on CHAMPS and the 3 B's of Brekke from the Dolphin Pride, specifically with an emphasis on Bully intolerance.	Conduct behavior assemblies at the beginning of the year and periodically over the course of the year. Conduct training in classes at the beginning of the year on bullying behavior.	CHAMPS: Safe and Civil Schools	Principal and PBIS Team	Record of training

Component:

Disaster Preparedness

Element:

Safe School Environment

Opportunity for Improvement:

More frequent review of incident command system roles and responsibilities.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Assign each staff member to a role within the Incident Command System.	Survey staff for any special training with regards to Incident Command roles. Assign staff members to specific ICS role. Provide staff members with information regarding ICS role and related responsibilities.	Online FEMA courses.	Principal	Record of training
2) Provide training opportunities for staff on their Incident Command System roles.	Coordinate school wide training with scheduled district disaster trainings.	Include in the Staff Handbook	Principal	Record of training
3) Update the Incident Command System roles as staff members change.	Evaluate roles at the end/beginning of each school year.		Principal and safety committee	Plan revisions
4) Keep parents/families informed.	Hold parent information meetings regarding overall school safety. Disseminate information on student release in case of an emergency.		Principal	Record of communications

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Offer more parent information meetings on topic of school safety and student safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Increase staff and student awareness of lockdown procedures and other emergencies.	Disseminate information to staff regarding lockdown procedures. Provide schoolwide training drills to practice procedures in different situations.	Principal, staff, SRO	Principal	Record of drills
2) Increase parent/family awareness of procedures in case of a lockdown.	Disseminate information to parents regarding lockdown drills. Hold parent meetings to inform families of student release procedures in case of a lockdown.		Principal	Record of communication
3) Ensure facilities are well-maintained and do not present any safety issues.	The lead custodian and the principal conduct a monthly safety inspection and submit reports and/or work orders to the district office.		Principal and Lead Custodian	Record of inspections

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Norman R. Brekke Elementary School Student Conduct Code

PURPOSE

The School's Guidelines for Success and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas. Brekke incorporates the Dolphin Pride program emphasizing The Brekke "B's" of behavior - Be Safe, Be Responsible, Be Respectful - with CHAMPS.

GOALS

We want our students to develop a sense of values and to become:

- | | |
|---------------|----------------------------------|
| Caring | Honest |
| Responsible | Well mannered and courteous |
| Respectful | Knowledgeable of right and wrong |
| Fair | Positive in outlook |
| Compassionate | Self-disciplined |

BELIEFS

We believe our Guidelines for Success and procedures will:

- Provide a starting point for behavior and expected conduct.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-disciplined and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Attend school daily and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)
- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Inappropriate use of cellular telephones or electronic paging devices;
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES

Expectations:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing behavior that shows respect for other people and property.
- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

EVALUATION AND FEEDBACK METHODS

Summary

The staff, School Site Council, and the principal will review the school rules and discipline program. These groups will consider the impact of the school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of student and staff members. The committee meets regularly to review and make any necessary recommendations and changes. All changes are brought to the attention of the staff and stakeholders at meetings. The plan is reviewed in December, approved by SSC in January, and updated by February of each year.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

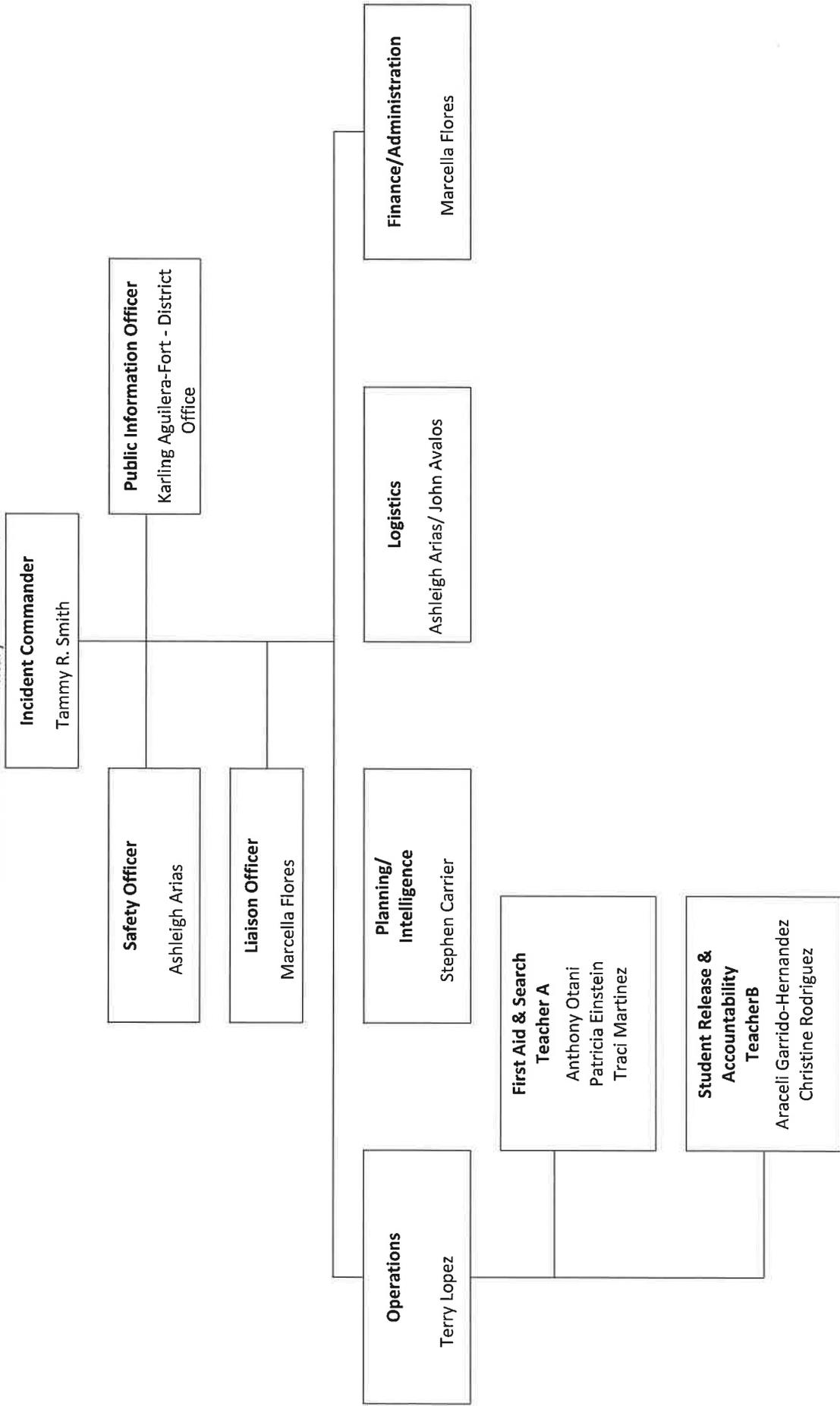
Organization	West Village Park
Address	Cesar Chavez Drive Oxnard, CA 93030
Contact	City of Oxnard- Parks and Public Grounds
Phone Number	805-385-7950
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Oxnard Historic Farm Park
Address	1251 Gottfried Pl, Oxnard, CA 93030
Contact	JEFFMOHART@AOL.COM (FOR JEFF MAULHARDT)

Phone Number	(805) 988-8810
Phone Number	

Incident Command System (ICS)
 Norman R. Brekke Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN! Do "DROP -TAKE COVER."**
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: Operating schools during COVID-19: CDC's Considerations

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: Stronger Together

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: Special Education Guidance for COVID-19

<https://www.cde.ca.gov/ls/he/hn/specialeducovid19guidance.asp>

CDE: Pandemic Flu Checklist for Local Educational Agencies in California

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

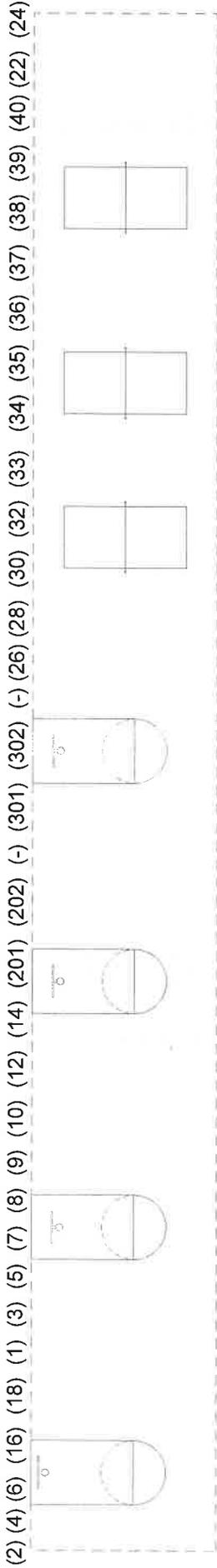
Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Emergency Evacuation Meeting Area for Bomb Threat (grass area next to homes)



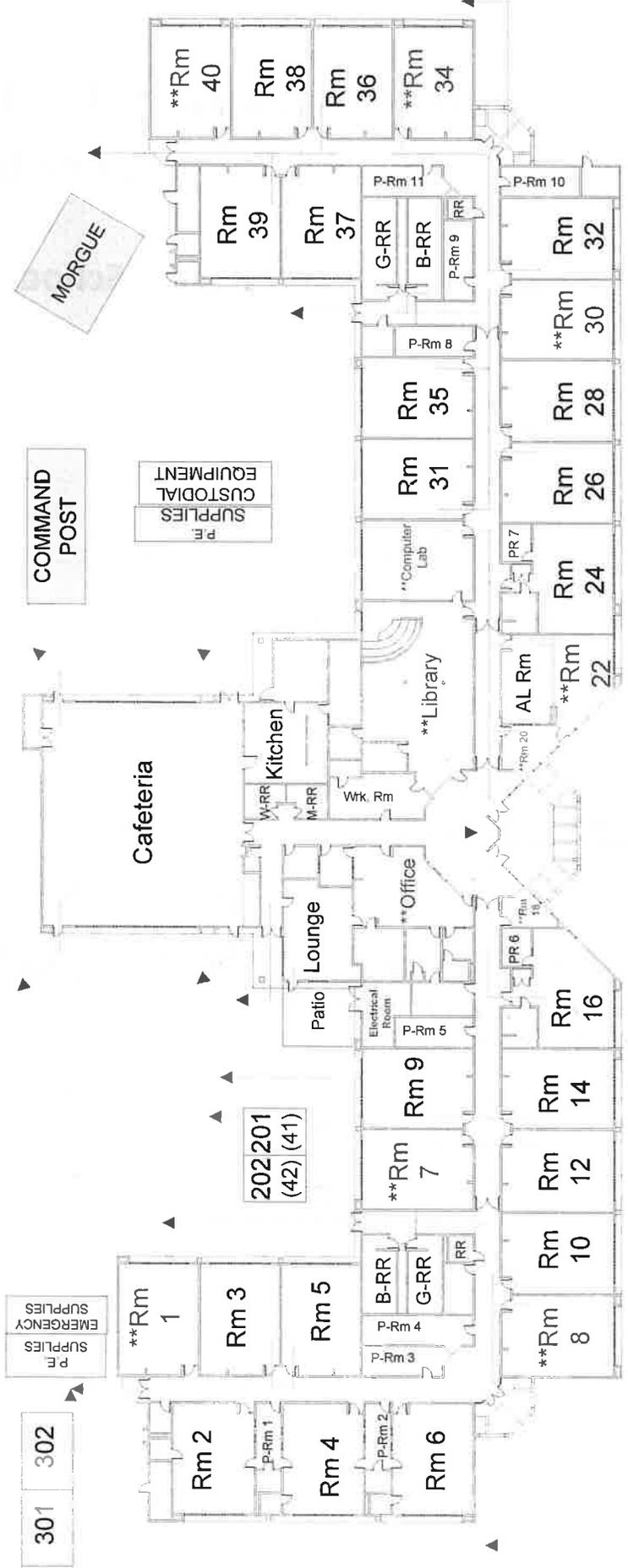
Emergency Evacuation Meeting Area for Fire, Earthquake, and other emergencies



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Classroom Meeting Area Classroom Meeting Area

(6) (2) (1) (3) (5) (8) (10) (7) (12) (14) (9) (201) (202) (301) (302) (35) (30) (33) (28) (26) (24) (32) (34) (37) (36) (39) (38) (40)



**** = Rooms responsible for doors**

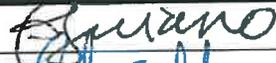
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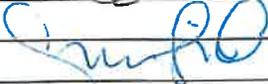
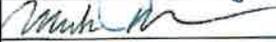
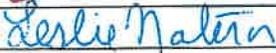
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Cesar E. Chavez K-8 School
CDS Code: 56725386055321
District: Oxnard School District
Address: 301 North Marquita Street
 Oxnard, CA 93030-3792
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 -with Law Enforcement
 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Mrs. Bertha Anguiano	Principal		1/24/22
Mr. Steven Everett	Lead custodian/classified staff		1/28/22
Mr. Tom Gonzalez	Teacher		1/24/22
Mrs. Maria Teresa Salazar	SSC President/parent		1/24/22
Ms. Jennifer Manuel	Teacher		1/24/22
Ms. Angela Orrante	Teacher		1/28/22
Ms. Lupita Canizalez	After School Programs Coordinator		1/31/22
Mrs. Yulianna Robles	Office Manager/classified staff		1/24/22

Name	Title	Signature	Date
Mr. Scott Brewer	Fire Department Representative -Emergency Service Manager		
Mr. Chris Ing	Assistant Principal		1/24/22
	Oxnard Police Dept.		
Ms. Sandra Lisle	Teacher		1-28-22
Mr. Mark De Rosa	Teacher		1/28/22
Mr. Patrick Price	Teacher		1/24/22
Ms. Leslie Nateras	Teacher		1/30/22

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 January 20, 2022
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 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Mrs. Bertha Anguiano	Principal		
Mr. Steven Everett	Lead custodian/classified staff		
Mr. Tom Gonzalez	Teacher		
Mrs. Maria Teresa Salazar	SSC President/parent		
Ms. Jennifer Manuel	Teacher		
Ms. Angela Orrante	Teacher		
Ms. Lupita Canizalez	After School Programs Coordinator		
Mrs. Yulianna Robles	Office Manager/classified staff		

SCOTT BREWER OXNARD FIRE DEPT *[Signature]* 2/3/22
 Law Enforcement, Oxnard Police Dept *[Signature]* 1/25/22
 Comprehensive School Safety Plan

Name	Title	Signature	Date
Mr. Scott Brewer	Fire Department Representative -Emergency Service Manager		2/3/22
Mr. Chris Ing	Assistant Principal		
	Oxnard Police Dept.		
Ms. Sandra Lisle	Teacher		
Mr. Mark De Rosa	Teacher		
Mr. Patrick Price	Teacher		
Ms. Leslie Nateras	Teacher		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Cesar E. Chavez K-8 School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Provide a nurturing, safe, and secure learning environment for all students, staff, families and community.

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar E. Chavez K-8 School Safety Committee

Scott Brewer, Fire Department Representative - Emergency Services Manager

Tom Gonzalez, teacher

Jennifer Manuel, teacher

Mark DeRosa, teacher

Bertha Anguiano, Principal

Yulianna Robles, Office Manager

Maria Teresa Salazar, SSC President/Parent

Steven Everett, Lead Custodian

Chris Ing, Asst. Principal

Lupita Canizalez, Afterschool Programs Coordinator

Assessment of School Safety

School Staff reviews data from office referrals, attendance rates/school attendance review, suspension/expulsion data, Panorama Education survey, Local Law Enforcement Juvenile Crime Data, and Property damage data. The findings from all these sources are shared with stakeholders at various meetings such as ELAC, SSC, Safety committee, and staff meetings.

- Our school is currently a closed campus. Parents and visitors must sign at the front office to get a badge or sticker and access to our campus. We have campus supervisions so our students are highly monitored. The school principal, outreach consultant, social worker are always monitoring recesses and lunch times in addition to the seven campus supervisors.

Our school is implementing fire, earthquake and evacuation drills at least once a month. Gates and doors are locked and monitored at all the times.

- Risk Management from DO conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.
- The Lead custodian and the principal conduct a monthly safety inspection and submit a report to the DO.
- Any safety issues are reported by staff to the administration and the issues are handled by the lead custodian or through work orders to the district office.
- The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

Traffic/Safety Enforcement and Communication

- Oxnard Traffic Police are called as needed to observe the traffic patterns during arrival and dismissal to ensure drivers are obeying traffic patterns.
- Administration communicates with the community via meetings, letters, and Connect-Ed phone messaging system regarding reminders for safety and traffic regulations.
- The safety committee meets regularly to review all safety and security procedures and make any necessary recommendations and changes.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.

- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FORS SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

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

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested

- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

CHAVEZ SCHOOL DRESS POLICY

All students will be held to the Chavez School Dress Policy. Students who violate the dress policy will be requested to fix inappropriate clothing, change into loaners, or call home to have proper clothing items brought to school. Parents may be called at home or work to bring appropriate clothing to school, to adhere to the school's dress code policy.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

The following will be strictly adhered to:

DRESS CODE

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

The Chavez School Dress Policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. One's dress and appearance should not disrupt the education of others. All clothing, footwear and accessories must help maintain a serious, academically orientated atmosphere. In addition, schools have the authority to restrict the wearing of clothes, which could be considered "gang" attire. (Education Code 35183)

All students will be held to the Chavez School Dress Policy. Students who violate the dress policy will be requested to fix inappropriate clothing, or call home to have proper clothing items, or change into loaners.

All staff will enforce dress code policy and report any violations to office.

The school dress code is regularly reviewed the School Site Council and Safety Committee following the board of education policies.

The following will be strictly adhered to:

Clothes should be neat, clean, and reflect good taste and decency.

Students may not wear clothing, piercings, makeup or hairstyles that will be disruptive to the educational process.

Clothing may not have derogatory writing, symbols or pictures. Items with beer, alcohol, drugs or tobacco slogans are not to be worn. This includes clothes with obscene pictures, drug emblems, violent photos or objectionable language.

Clothes must cover the stomach area, chest area and all undergarments at all times.

Beach wear, low cut tops, spaghetti straps, halter tops, crop tops, tube tops and off the shoulder tops are not permitted.

Tops with holes, tears or that are see-through are not permitted without another shirt underneath.

Dresses, skirts or shorts shorter than mid-thigh are prohibited.

Clothing with professional team logos or names is prohibited. For example: Raiders, Cowboys, Lakers, Dodgers, Patriots, etc.

T-shirts should be no longer than hip length. Students who wear shirts longer than this will be required to tuck them in.

Pants should not be baggy or excessively long. Students will be required to wear a belt if their pants cannot stay up at the waist.

Overall straps may not be worn hanging.

Shorts below the knee may not be worn.

Students may not wear long, pulled up white socks. There must be at least a six-inch space between the top of the socks and the hem of the shorts.

Pants or shorts may not have holes, rips or tears four inches above the knees, unless leggings are worn under them.

Hats, caps, and other head coverings shall not be worn indoors, with the exception of those worn in religious observance

All students at Chavez K-8 School will be held to the Chavez dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The Chavez School Dress Policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. One's dress and appearance should not disrupt the education of others. Schools have the authority under State law to restrict the wearing of clothes, which could be considered to be "gang" attire. All clothing, footwear and accessories must help maintain a serious, academically-orientated atmosphere (Garments with frayed edges, torn or with holes are not appropriate for the school setting), due to safety, sandals with no back strap may not be worn. Wallets with chains are not permitted.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff.

Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety. The Lead Custodian and the principal conduct monthly safety inspections. Any safety issues reported by staff to administration are handled by the Lead Custodian or through work orders to the district office.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

School Hours

- The regular student day is from 8 am to 2:28 pm for students from grades 6-8. The regular school day for students in grades 1-5 is from 8:20 am to 2:30 pm. The regular school day for kindergarten students is from 8:20 am to 1:37 pm. (with the exception of attending before or after school intervention classes, the After School Program, or early release days.
- Upon arriving at school, students are to immediately come onto campus via Juanita Street and Marquita Street entrance gates used by students. Grades 6-8 enter exclusively on the Juanita Street entrance. Grades 1-5 are encouraged to enter through the Alley Gate on Marquita Street, but may use the Juanita Street entrance beginning at 7:55. Kindergarten students enter through the Kinder gate on Marquita Street.
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding the bus.
- There are crossing guards at Marquita and Cooper Street and traffic control signs at Colonia Road ensure the safety of students walking to and from school.
- Students enter and exit through Juanita St. if they arrive at school via bus.
- All middle school teachers walk their classes to the exits during dismissal. Middle school teachers monitor high-traffic areas on a rotating basis for 15 minutes after dismissal. 6th grade students exit through the Juanita gate, 7th and 8th grade are dismissed through the double doors. Students in PE exit through the PE gate.
- All 1-5 teachers walk their classes to the exits during dismissal. Grade 1 students are dismissed at the PE gate on Juanita Street, Grades 2-3 are dismissed at the Alley Gate on Marquita Street and Grades 4-5 are dismissed by the Flagpole on Marquita Street. Campus supervisors monitor all exits during dismissal. All students in the 300 building exit through the Juanita gate.
- In the case of Kindergarten students, all parents drop off and pick up kindergarten students during Kindergarten schedule from the Kindergarten gated area supervised by a campus supervisor at all times when students are present and Kindergarten gate is open.

Closed Campus

- Cesar E. Chavez is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:00 am for 6-8 and 8:20 am for K-5 grades.

- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

Cesar Chavez school has in place the following additional measure in place to ensure a safe environment:

- We have hired an additional campus supervisors. Our students are highly monitored. The school administration and other support staff monitor recess and lunch times. All students and staff members are provided a safe teaching and learning environment.
- All staff are required to wear an identification badge at all times while on campus.
- All classes are equipped with a door stop/magnet to ease lockdown procedures.

Procedure for Releasing Students from School during school hours:

1. Under no circumstance may a kindergarten through 8th grade pupil be released to an adult who is not properly identified or without written consent from the legal guardian. School-based staff must also check the student's record to determine if the child's parent or legal guardian has approved or denied the individual access to the student.
2. Valid identification must include the photograph and signature of the individual picking up the student. A government-issued ID is preferred.
3. The release must take place in the school office and not in any other location in the school.
4. For all students released early, information must be recorded in the school office, in a log.
5. All emergency contact information must be up to date. Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.
6. Dismissal of students for medical or dental appointments may be permitted. A note from a physician or a dentist should be submitted to the school office to excuse the student's absence.
7. Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Site Based Response

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Continue implementing the techniques learned from CHAMPS	The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas. Chavez school teachers and students shall continue to implement CHAMPS in all grades throughout the school year. Administrators and school counselor will conduct CHAMPS for all teachers and students to receive training. New teachers will be offered the opportunity to be trained and all staff may attend training.	CHAMPS staff	Chavez Staff, Bertha Anguiano. Principal, Chris Ing, Assistant Principal, Teresa Silvas, School Counselor, Erica Magana Mendez, ORC	record of training
2) Cesar Chavez students, parents and staff will work together to ensure that strategies are in place to build a sense of community within the school that all feel pride in their school and feel that they are important members of a team.	At Cesar Chavez, the staff shall create, practice, and enforce a code of ethics that affirms universal human values, such as respect, honesty, and fairness.	Administration	Chavez Staff	records or training
3) At Cesar Chavez, learning and productivity is valued, success is expected of everyone, and class time is used efficiently.	At Chavez school, there are expected performance standards and students who fail to meet the standards are identified and notified of tutoring and other intervention programs available. In grades 6-8, students are expected to check their grades on Student Connect consistently, track their AR levels, and monitor their progress on apps such as Lexia/ST Math.	School's administration, teachers, and support staff	Bertha Anguiano, Principal	review of suspension rates, grades at progress reports and Trimester

Objectives	Action Steps	Resources	Lead Person	Evaluation
4) Reduce the amount of office referrals for violent/bullying behavior and disseminate the Rules and Procedures for School Discipline	Chavez school will identify effective classroom bullying strategies and practices to better handle such behavior. Counselor and administrators will conduct bullying prevention assemblies and classroom visits routinely during the school year in order to communicate a non-violent, zero bullying school culture.	Lesson one, CHAMPS, Rti and PBIS behavior strategies	Chavez Staff, Administrators, School Counselor	review of office discipline referral rates, review of suspensions
5) Disseminate Safe School Plan to all stakeholders, including Hate Crime Reporting Procedures	Chavez school shall submit the approved site safety action plan to the Oxnard School District and Board for final review and approval.	School Safety committee	Bertha Anguiano, Principal, Safety Committee, School Site Council	review of school safety plan
6) Cesar Chavez School will institutionalize a growth mindset and resiliency strategies that will have the greatest positive impact on the lives and success of the students.	Chavez school will develop external and internal assets to achieve support, boundaries, routines, high expectations, commitment to learning, positive values, social competencies, and positive identity. The SOAR acronym is a guideline for success established by the PBIS committee at Chavez.	Support staff, administration	Outreach consultant, social worker, school counselor, psychologist, instructional coach, and administration	record of training
7) Provide T.1 and T.2 SEL interventions and supports to students in a variety of groupings as needed.	Counselor and Administration will analyze the results of the Fall 2021 Panorama Survey and 8th Grade December 2021 CHKS Survey to identify trends and needs of students and provide Tier I and T2 supports to students.	Panorama survey	School counselor	Panorama

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Site based response

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Cesar Chavez shall have visible staff presence.	Chavez administration, working alongside teachers, has created a rotating teacher duty schedule. Additionally, Middle School teachers are visible in the halls during passing periods.	Administration, teachers and support staff	Bertha Anguiano, Principal	routine observations and record safety drills
2) Students attending Cesar Chavez school will have strategies in place on how to respond when they feel threatened, bullied, or in need of assistance.	Administration and school staff will provide strategies, resources, and support to all staff members to teach the safety strategies to all students.	CHAMPS strategies, Oxnard School District Resources, RTI and PBIS Behavioral strategies, Restorative Justice strategies, SEL strategies	Bertha Anguiano, Principal, Chris Ing, Assistant Principal, Teresa Silvas, School Counselor	record of training
3) Cesar Chavez School Safety Committee will use the Panaroma survey data to identify student centered issues.	School's Safety Committee will use the data from the Panaroma survey to identify areas of need and provide resources and support.	Panaroma Survey	Safety/Disaster Committee	data from survey
4) Cesar Chavez School will continue working with parents, community members and Oxnard Police Department personnel to create a crime-free and safe community.	The school's safety committee will work with all stakeholders to take input and establish systems and programs to create a crime-free and safe community.	Community members, Oxnard Police department, Oxnard School District, neighbor schools	Bertha Anguiano, Principal	record of training
5) Staff and students will know how to respond in an emergency	Monthly safety drills Monthly campus safety and walks Inventory disaster materials Train staff annually on disaster prep	School Safety Committee	Bertha Anguiano, Principal and Salvador Gutierrez, Lead Custodian	safety drills, record of training

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Site based response

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Hold monthly disaster, emergency and lockdown drills, OPD is available on call for support	Chavez school will hold monthly drills including; fire drills, lock downs, drop and cover drills, and evacuation drills during the school year. One fire drill will be conducted after school with the After School Program staff and students. Principal will review reports and procedures after each drill to all staff. OPD is available on call for support	log drills	Bertha Anguiano, Principal, Oxnard Police Dept.	safety drills, record of training
2) Train Staff and Teachers on their responsibilities and stations during a disaster. Review station assignments and responsibilities once a year at minimum.	Chavez school shall confer and maintain a positive relationship with local law enforcement in the training, and implementation of the safety plan. OPD is available on call for support.	Oxnard Police Department, Oxnard School District	Safety/Disaster Committee	record of training
3) Conduct Quarterly safety walk-throughs with Lead Custodian and support staff.	Chavez school will conduct quarterly safety walk-throughs that will identify any need for changes, work orders, or safety trainings. This walk-through will allow the team to inventory safety materials and emergency supplies (by classrooms and school-wide).	School Safety Committee	Bertha Anguiano, Principal, Safety Committee, Christopher Ing, Assistant Principal, Steve Everett, Lead Custodian	record of observation, record of training, record of inventory

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cesar E. Chavez K-8 School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. In order to ensure that students engage in safe behavior the school has a PBIS team which has implemented a CHAMPS positive behavior support program. Students are expected to follow the rules and teachers reinforce the rules in their classrooms. Discipline is applied when the expectations are not adhered to.

Rules and Guidelines for Success are integrated in our SOAR Acronym:

- S- Stay Healthy and Safe
- O- Organized and prepared
- A- Act Responsibly and ask for help
- R- Respect yourself and others

The SOAR Guidelines for Success set the foundation for our goals, beliefs, philosophy, expectations for students, expectations for parents, expectations for teachers, expectations for administrators, evaluation and feedback method, positive reinforcements, and basic school rules. Here is a description of each:

GOALS

We want our students to develop a sense of values and to become:

- Caring Honest
- Responsible
- Well mannered and courteous
- Respectful
- Knowledgeable of right and wrong
- Fair
- Positive in outlook
- Compassionate
- Self-disciplined

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Be regularly in school attendance and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)
- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Evaluation and Feedback Method

School Administration and staff will review suspension rates, review office referral rates, record of training, etc. Students are surveyed to find out their motivators for rewards and incentives.

Positive Reinforcements

Teachers nominate students monthly to receive an award focusing on a specific aspect of SOAR Guidelines.

Administration conducts monthly grade 1-3 and 4-5 reward activities with staff and teacher participation.

Teachers nominate one student per month to receive the "SOARing Eagle Student of the Month"

Administration and Middle School Teachers use the "Renaissance" Program which gives out rewards to students who performed with high GPAs in the previous semester.

Teachers conduct their own rewards and incentives in their individual classrooms based on social-emotional, attendance, and academic performance.

Consequences

Chavez staff and administration value restorative practices as opposed to punishment. We hope to have students learn from their mistakes to become better people.

The following basic school rules are integrated in the SOAR Guidelines for Success:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.

- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or tobacco products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a quarterly basis and more as needed to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. Review plan with safety committee at each regularly scheduled meeting. November/December review plan with Leadership Team, Safety Committee and School Site Council. Communicate, review, and report to all staff after every safety drill. The plan is reviewed in February of each year, approved by SSC, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

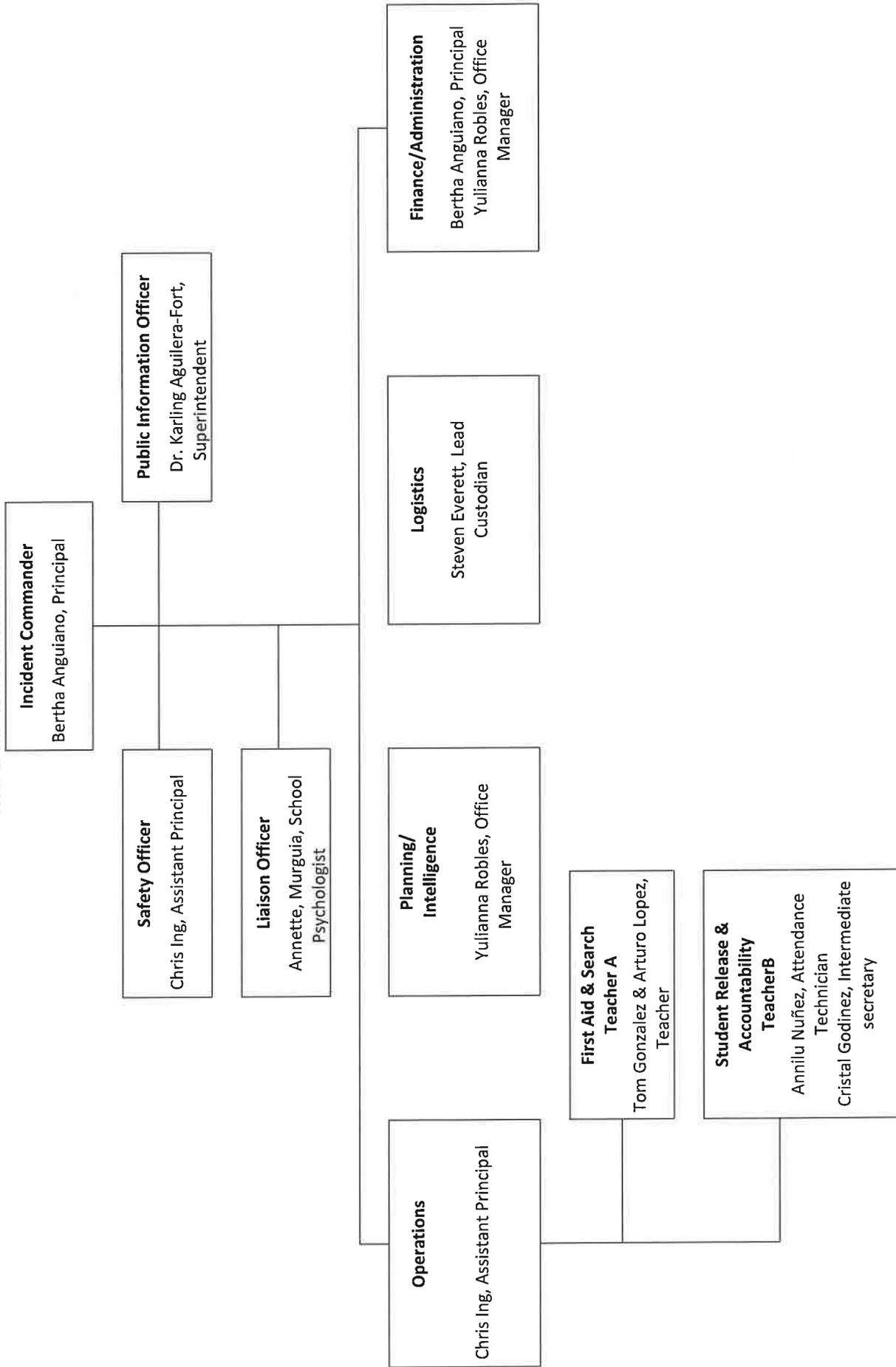
Organization	Colonia Park
Address	170 N Juanita Ave, Oxnard, CA 93030
Contact	Cite of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Our Lady of Guadalupe Church
Address	500 N Juanita Ave, Oxnard, CA 93030
Contact	Fr. Manuel Rosiles, MSpS Parish Administrator

Phone Number	(805) 483-0987
Phone Number	

Incident Command System (ICS)
Cesar E. Chavez K-8 School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. DO NOT RUN! Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

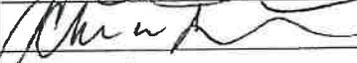
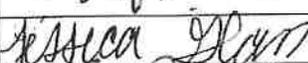
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Curren School K-8
CDS Code: 56725386055263
District: Oxnard School District
Address: 1101 North F St.
 Oxnard, CA 93030-4003
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 November 30, 2021
 -with Law Enforcement

 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Mr. Pablo Ordaz	Principal		1/12/22
Mireya Rosales	Office Manager		1/12/22
Jacqueline Carmona	School Site Council Chairperson		1/21/22
Christopher De Santiago	Lead Custodian		1/24/22
Scott Brewer	Fire Department Representative-Emergency Service Manager		2/3/22
Jessica Glass	Assistant Principal		1/12/22
Kristin Deas-Chacon	Assistant Principal		1/12/22
Adriana Herrera	Outreach Specialist		1/13/22
Luis de Arriba, Commander	POLICE DEPT. REPRESENTATIVE		1/13/22

Name	Title	Signature	Date
Jennifer Rivas	Teacher	<i>Jennifer Rivas</i>	1/12/22
Geoffrey Odell	Teacher	<i>Geoffrey Odell</i>	1/13/22
Emmanuel Mejia	School Counselor	<i>Emmanuel Mejia</i>	1/13/22
Cynthia Silva	After-School Program Site Coordinator	<i>Cynthia Silva</i>	1/13/22

*Police Dept.
Luis Mc ...
Counselor Det.*

Don Dale ... 2/2/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Current School K-8's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Curren School, we will empower all students to not just know, but to become. We believe all students deserve a nurturing, safe, and secure learning environment. Students are to be safe, responsible, and respectful.

Components of the Comprehensive School Safety Plan (EC 32281)

Curren School K-8 Safety Committee

Curren School Safety Committee. The members are: Mr. Pablo Ordaz (Principal); Jessica Glass (Assistant Principal); Mireya Rosales (Office Manager and Parent), Claudia Garduno (Parent); Geoffrey Odell (Teacher); Jennifer Rivas (Teacher); Cynthia Silva (After-School Program Coordinator), Emmanuel Mejia (School Counselor) and Scott Brewer (Fire Department Representative-Emergency Service Manager).

Assessment of School Safety

Office referrals are entered in Q, reviewed by admin and staff, and shared with parents and stakeholders at meetings.

Admin, ORC, and Attendance tech review site attendance rates and communicate to parents and stakeholders at meetings.

The Pupil Services Department shares monthly suspension / expulsion data with the site. The information is shared with staff and stakeholders at meetings.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year; a report is submitted and necessary changes are made by either school personnel or district personnel.

The Lead Custodian and principal conduct regular safety inspections. Any safety issues reported by staff to administration are handled by the lead custodian or through work orders to the District Office.

Oxnard Police Department conducted a security inspection of the campus with the principal at the beginning of the school year and made recommendations as necessary.

Emergency drills are conducted on a regular basis.

Oxnard Police Department (OPD) attend lock down drills scheduled by school staff to ensure that procedures are followed properly providing feedback to Principal which will debrief with staff and do necessary changes.

Earthquake and fire drills are conducted on a regular basis.

School administration and staff from the safety committee conduct an annual inventory of emergency equipment and replace supplies as needed, including emergency buckets and emergency classroom backpacks. The Safety Committee reviews and discusses procedures and makes any necessary recommendations and changes.

Regular meetings with Campus Assistants are conducted to review student behavior expectations and safety.

The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to

the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages

resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c)

or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

CURREN SCHOOL DRESS POLICY

All students at Curren will be held to the Curren School Dress Policy. Clothing should not disrupt the natural flow of the classroom and/or school activities. Students who violate the dress policy will be requested to fix inappropriate clothing, by changing into appropriate clothing. Students can change into loaners, or call a parent or guardian to have appropriate clothing items brought to school and change, to adhere to the dress code policy. Repetitive dress code violations will result in disciplinary action. In accordance with Oxnard School District Policy 8145 AP, the purpose of dress standards shall be to ensure a safe and secure environment in which to offer a quality education.

Curren students should dress in clothing, footwear and accessories that promote and maintain an academically-oriented school atmosphere.

Curren dress policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. Dress or appearance should not disrupt the education of others.

Clothes should be neat, clean, and be of good taste. Apparel which draws undue attention to the wearer is inappropriate and disrupts learning.

The following will be strictly adhered to:

DRESS CODE

"Gang-Related apparel is defined as apparel that reasonably can be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process."

The Curren School Dress Policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. One's dress and appearance should not disrupt the education of others. Schools have the authority under State law to restrict the wearing of clothes, which could be considered to be "gang" attire.

Curren School Dress Policy DOES NOT ALLOW THE FOLLOWING:

1. Backless footwear, flip-flops, slippers or sandals.
2. Exposed undergarments.
3. Clothing or jewelry deemed provocative, disruptive, or hazardous to the health or safety of the wearer.
4. Baggy pants.

5. Over-sized clothing is inappropriate and must not create a safety hazard during physical activity.
6. Skirts and shorts above the mid thigh.
7. Torn pants with tear(s) above the mid thigh.
8. Clothing, jewelry, and personal items with obscene or offensive drawings, and writing or pictures depicting alcohol, drugs, sex, racism, or violence.
9. Gang-related apparel of any kind.
10. Halter tops, crop tops, or spaghetti straps.
11. Hats or head coverings with logos and/or writing. No hats or head coverings worn indoors (with the exception of those worn in religious observance).
12. Professional team attire (Cowboys, White Sox, Raiders, etc.)

Exceptions to dress code can only be made for medical, health reasons, and/religious beliefs.

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

Curren School is a closed campus facility. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular hours. All visitors must check in and sign in at the front office to enter the school property, this includes after school hours.

Students enter school from one of two gates on F Street or G Street. These gates are only open before school (7:30 am-8:10 am) and at dismissal (2:20-2:45 pm). Dismissal for students in grades 1-5 is at 2:20 pm Monday through Friday. Dismissal for students in grades 6-8 is at 2:28 pm. For minimum days, dismissal for students in K-5 is at 11:55 am and 6-8 at 11:45 am. Campus supervisors and administrators leave the gates open at dismissal until 12:15 pm for minimum days. The regular school day for kindergarten is from 8:10-1:27 pm.

Campus supervisors and school administrators are located at all gates during arrival and dismissal for all grade levels. Parents are aware that there is no supervision before 7:30 am and after the gates close at the end of the day. School office hours are from 7:30 AM to 4:00 PM Monday through Friday. Students not participating in after school activities are to leave campus immediately. There are crossing guards at both F Street and G Street in the morning and at F Street at dismissal. School staff frequently communicates with the Oxnard Police Department regarding concerns with traffic, safety, and parking.

There is one area for bus drop-off and pick-up. This location is on F street.

Upon arriving at school, students are to immediately come onto campus. Students are only allowed to enter and exit through the gates at arrival and dismissal times. The tardy bell for students in grades 6-8 is at 8 am. The tardy bell for students in K-5 is at 8:10 am. If the student arrives after the tardy bell, the student must check into the office prior to going to the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to the classroom. A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time without a valid excuse. Adults who are not employees are not allowed on campus at any time without first checking in at the office, signing in and obtaining a visitor's badge. All adults picking up students before regular dismissal are required to be on the student's emergency card, be of 18 years of age, and produce a valid ID. Students may leave campus, prior to dismissal; if parents, guardians, or persons designated parents/guardians (and are on the emergency card) pick up students from school. Persons picking up students during the day must present a valid ID, be 18 years of age, notes on the emergency contact information, and sign the student(s) out of the office.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

When a student is absent, the parent or guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence. Excused absences include illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member. The following are considered truanancies:

1. being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.

3. Staying out of class without permission.

The safety committee meet and assess the needs of the school in regards to safe ingress and egress of students and staff. The School Safety Committee works collaboratively with all stakeholders; parents, teachers and students, and concerns and recommendations are considered when making changes to improve student/campus safety. Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year and are asked to make updates as soon as possible when contact information changes. Parents/guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Staff continuously monitors the safety of all students upon arrival and dismissal from school, including the bus stops, and throughout the school day, following established routines and procedures.

Curren School will adjust ingress and egress procedures and protocols for emergency circumstances, such as the COVID-19 pandemic, as outlined in the District's Emergency Operations Plan (EOP) and in accordance with Ventura County Health Guidelines.

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

Component:

Positive School Climate (PBIS)

Element:

Schoolwide Positive Behavior Support System

Opportunity for Improvement:

The expectations for students and staff are reinforced on a daily basis. Admin and Staff review the implementation of CHAMPS in classrooms and on school premises to monitor procedures and to address areas that need improvement. The components of the Schoolwide Positive Behavior Support System will be adjusted to meet the procedures and protocols for emergency circumstances, such as the COVID-19 pandemic, as outlined in the District's Emergency Operations Plan (EOP) and in accordance with Ventura County Health Guidelines.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop and implement a comprehensive Schoolwide Positive Behavior Support System that is founded in CHAMPS.	<ol style="list-style-type: none"> 1. Continue to develop and implement the CHAMPS program at Curren School. 2. Conduct school wide training on the plan. 3. Implement the behavior support plan. 4. Create a progressive and fair discipline policy. 5. Communicate rules and specific behavioral expectations to students. 6. Reduce the behaviors resulting in office referrals for violent/ bullying behaviors. 7. Discipline assemblies at the start of the school year. 8. Introduce use of restorative practices/Community Circles. 	CHAMPS books, handouts and posters, workshops facilitated by Ventura County Office of Education and Oxnard School District, PBIS (PAWS) Committee	Principal Assistant Principal ORC School Counselor Leadership Team	Office Referrals Teacher / Staff survey Classroom walkthroughs
Train Campus Assistants, and After School program staff in School-wide Positive Behavior Support System that is founded in CHAMPS.	<ol style="list-style-type: none"> 1. Hold regular meetings/training with Campus Assistants. 2. Hold regular meetings with after school program staff (ASP). 	CHAMPS books, handouts and posters.	Principal Assistant Principal	Observations Meeting Agendas Office Referrals
Disseminate safe school plan to all stakeholders.	<ol style="list-style-type: none"> 1. Parent meetings to discuss safe school plan and school-wide positive behavior system (School Site Council, ELAC & Coffee with The Principal) 2. School rules and procedures are also documented in the school handbook. This is also published online at Curren school's website. 	CHAMPS handouts and posters. Presentations will be done at meetings: School Site Council, ELAC, PTA, and/or Coffee with the Principal.	Principal Assistant Principal ORC	Meeting agendas

Objectives	Action Steps	Resources	Lead Person	Evaluation
Counselor provides students with social-emotional support in areas of conflict resolution	Counselor sets up small groups to support students in developing social-emotional and conflict resolution skills.	Counselor District Behavior Specialist	Counselor Teachers Principal Assistant Principal	Counselor keeps documentation of students social skills development.
Strengthen Home-School Connections through Family Nights/Events	<ol style="list-style-type: none"> 1. Create Welcome Back events at beginning of school year such as a virtual Back to School Night. 2. Increase culturally relevant family nights such as Virtual Cooking Night. 3. All call reminders and flyers for ELAC, PTA, SSC and Coffee with the Principal. 	Principal Assistant Principal Counselor Staff PTA Flyers	Administration Teachers	Family attendance sign in sheets Parent Feedback
After school clubs (Earth Keepers, Art, At-Risk Tutoring, Robotics, Intramural Sports Teams, After School Program)	<ol style="list-style-type: none"> 1. Create list of clubs that align with school vision and school goals - both for enrichment and intervention. 2. Recruit staff to lead clubs. 3. Provide necessary resources so clubs can operate effectively (i.e. - equipment for After School Program, art supplies, garden space for Earth Keepers). 4. Club promotion, notification and selection process 	Administration Teachers	Staff	Attendance Sheets Student Feedback/Survey

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Ensure the facility is a safe environment and in safe working order. Note and report any problems or items that need to be fixed/changed. Communicate regularly with Oxnard Police Department and discuss areas that need improvement. Receive Input from stakeholders during monthly meetings.

The components of the Safe School Environment will be adjusted to meet the procedures and protocols for emergency circumstances, such as the COVID-19 pandemic, as outlined in the District's Emergency Operations Plan (EOP) and in accordance with Ventura County Health Guidelines.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure the facility is in safe working order.	1) Conduct regular walkthroughs for facility conditions. 2) Submit and monitor facility work orders.	Safety Forms Work Orders	Administration Lead Custodian	Walkthrough reports Work orders
Communicate Safety Plan to the community.	1) Disseminate safe school plan to all stakeholders via parent meetings (School Site Council, Coffee with the Principal, ELAC).	Safe School Plan Emergency Operations Plan	Administration	Agendas Feedback from stakeholders Attendance sheets
Ensure a closed campus, safe from intruders.	1) Active shooter and threat assessment training for all staff. 2) Lock-down drills. 3) Ensure gate locks are working properly and locked daily. 4) Ensure all visitors sign in and out properly in Main Office.	Oxnard Police Department is available for support.	Administration Lead Custodian	Feedback from OPD Lock-down drill forms
Ensure a safe and orderly environment throughout campus	1) Supervision at arrival, during recess, lunch breaks and dismissal. 2) Maintain a safe and clean environment for staff, students and visitors. 3) Provide safe playground equipment, buildings, and walkways.	Administration Staff OSD Facilities Department Custodians Campus Assistants	Administration Staff Custodian	Decrease the number of accidental injuries

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Ensure all staff and students are prepared in case of an emergency. Conduct safety drills with debriefing opportunities. Receive Feedback from the Oxnard Police Department to make any necessary changes. The components of the Disaster Preparedness Plan will be adjusted to meet the procedures and protocols for emergency circumstances, such as the COVID-19 pandemic, as outlined in the District's Emergency Operations Plan (EOP) and in accordance with Ventura County Health Guidelines.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students know what to do in case of emergency such as fire, earthquake, or lockdown.	1) Monthly drills	Disaster drill handouts, fully equipped emergency backpacks and emergency buckets.	Principal Assistant Principal	Teacher reports Lockdown/ Fire drill reports Feedback from staff when debriefing
Communicate Safety Plans to the community.	1) Disseminate safe school plan to all stakeholders via parent meetings (ELAC, School Site Council, Coffee with The Principal)	Presentations will be done at meetings: school site council, ELAC, and/or Coffee with the Principal.	Principal Assistant Principal	Agendas Feedback from Stakeholders
Ensure emergency operations plan is updated and communicated to staff.	1. Hold monthly drills: disaster, fire, and lockdown drills. 2. Train staff and teachers on their responsibilities and stations during a disaster. 3. Hold an active shooter training with all staff.	Emergency Operations Plan	Principal Assistant Principal Safety /Disaster Committee	OPD Feedback Teacher Reports
Keep inventory of emergency supplies ready for use in the classroom (emergency backpacks and lock down buckets).	1) Assistant Principals check all staff backpacks for emergency supplies and materials inventory and replenish any expired supplies and materials.	Assistant Principals Safety Committee ORC	Principal Assistant Principal Safety Committee	Inventory of supplies ordered for emergency backpacks
Keep inventory of emergency supplies ready for use in emergency storage bins.	Assistant Principals check the emergency supplies and materials inventory in the emergency bins and replenish any expired supplies and materials.	Assistant Principals Safety Committee ORC	Principal Assistant Principal Safety Committee	Inventory of supplies ordered for emergency backpacks
Keep door magnets in use throughout the school year to give classrooms the ability to quickly lock down in an emergency.	Assistant Principals check and make sure that door magnets are consistently used in every classroom.	Assistant Principals Safety Committee Staff	Principal Assistant Principals Safety Committee Teachers Support Staff	Inventory of door magnets

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Curren School K-8 Student Conduct Code

PURPOSE

Curren School's rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GUIDELINES FOR SUCCESS:

Be Safe
Be Responsible
Be Respectful

All students at Curren School will conduct themselves in a manner that is Safe, Responsible, and Respectful. We want our students to develop a sense of our school's core values:

Perservance
Accountability
Integrity
Respect

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help students become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone. These expectations apply whether attending in person or via Distance Learning.

Expectations of Students

- Attend school on time, everyday.
- Come to school ready to learn.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

- Communicate regularly with teachers and parents about school experiences, to receive the necessary support and assistance.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep).
- Be responsible for the pupil's behavior.
- Be respectful to all school staff.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called and attend informational meetings.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-control and responsibility.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules: We Are Safe, We Are Responsible, We Are Respectful

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Follow all school and playground rules and expectations.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Consequences:

- Student may be counseled by their teacher, administrator, counselor, or staff member.
- Parents can be notified in writing, phone call, or other classroom communication system by the teacher or administrator.
- After counseling, students can lose privileges and may receive consequences for repeated infractions.
- Continued infractions may require a parent conference with the student's teacher and/or principal.
- Serious infractions may result in immediate suspension and/or recommendation for expulsion.

Positive Reinforcements:

- Incentives are used to promote positive and exemplary student conduct. Students can earn Cougar PAWS tickets when they are being safe, responsible, and respectful. Students collect and cash in Cougar PAWS tickets for prizes at the student store.
- Students also participate in a raffle to earn prizes.

Evaluation and Feedback:

- Referral forms are turned in to report incidents and student discipline. Administration / or staff complete and return referrals with notes indicating what actions were taken.
- Monthly PAWS meetings are conducted to review procedures, discuss focus areas, and review teacher feedback forms they have received in regards to student behavior and / or concerns.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The Safety Plan is shared with stakeholders, and feedback is gathered to make any necessary changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in February, approved by the School Site Council, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

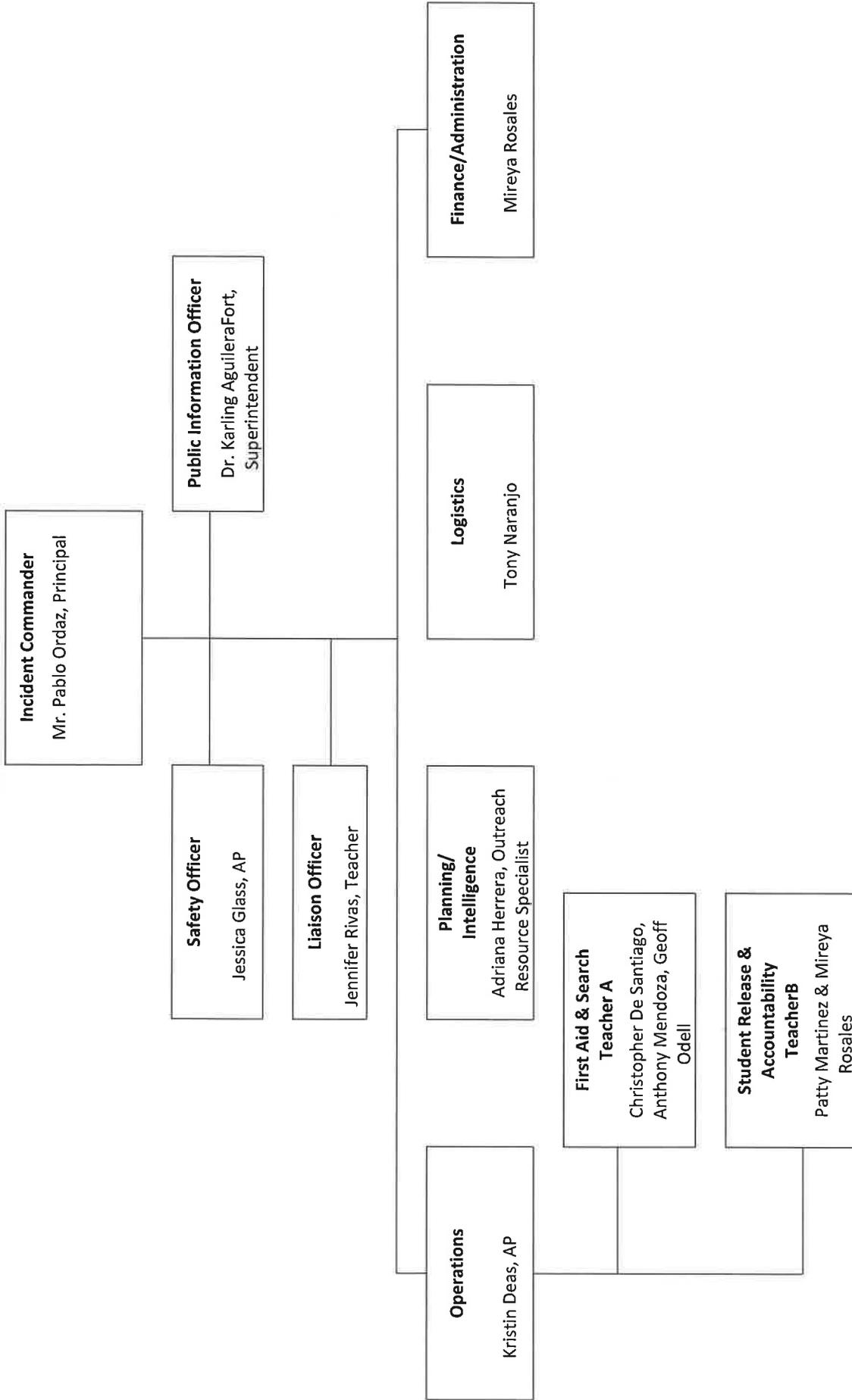
Organization	Eastwood Memorial Park
Address	703 Ivywood Drive, Oxnard, CA 93030
Contact	City of Oxnard - Parks and Recreation
Phone Number	805-385-7950
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Fremont Middle School
Address	1130 N. M Street, Oxnard, CA 93030
Contact	Alma Romero (Assistant Principal)
Phone Number	(805) 385-1539

Phone Number	
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Incident Command System (ICS)
 Curren School K-8 School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible.
3. Notify the District Office.

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: Coronavirus/COVID-19 Information

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

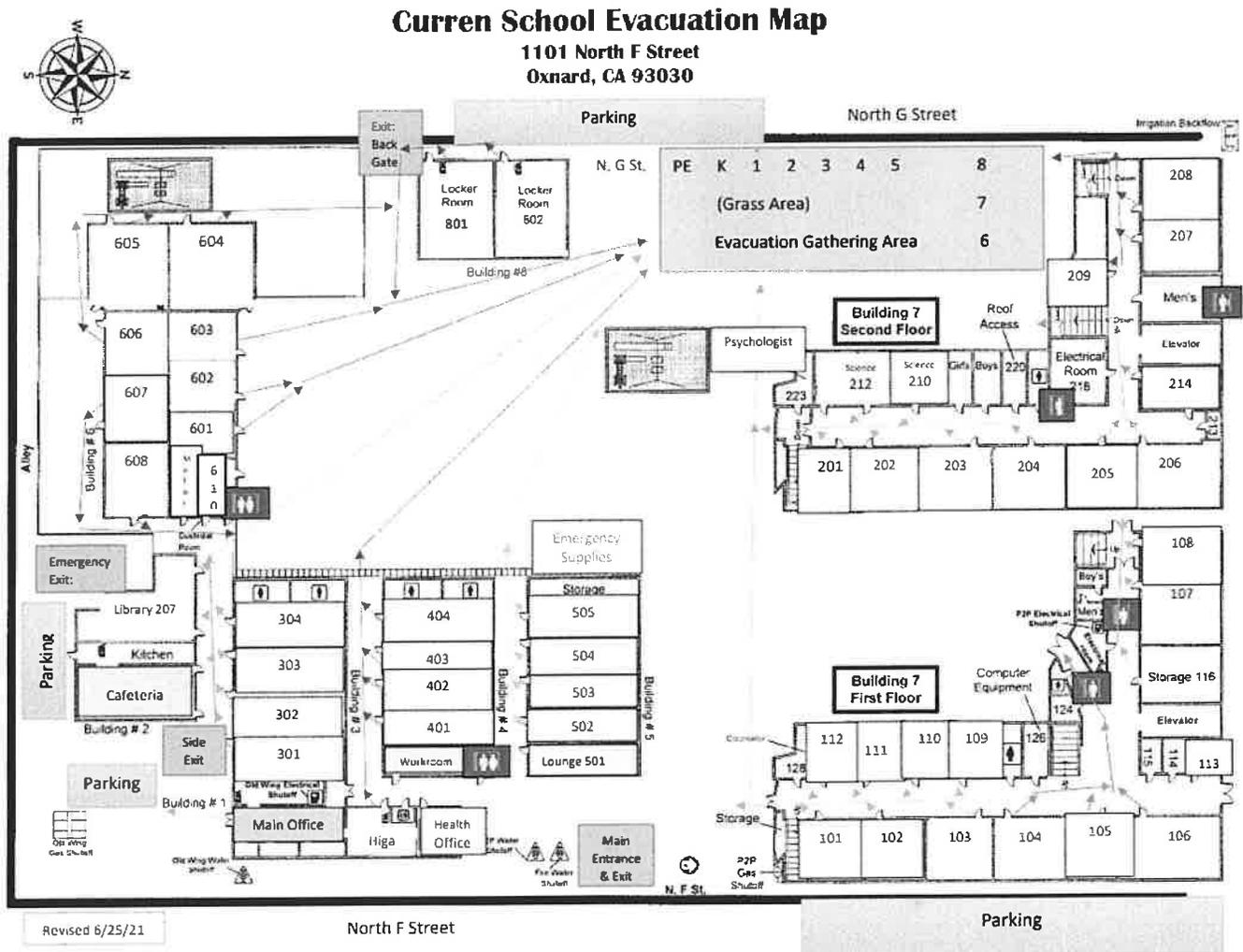
Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Curren School Site Evacuation Plan

1. School administrator or designee will initiate fire alarm to signal a necessary evacuation. The school administrator may also make an announcement on the PA system.
2. School staff must instruct students to evacuate the building, and assemble in the assigned assembly area.
3. School staff must take their student emergency backpack (this needs to contain an updated class roster) and take attendance once the class is assembled in a safe location.
4. Send Disaster Status Report form to staff assembled at the center of the field.
5. Once assembled, school staff and students will stay in place until further instructions are given.

Designated Routes: All students and staff will evacuate and proceed to the assembly area (field).



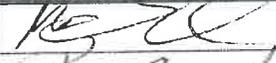
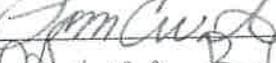
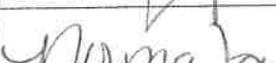
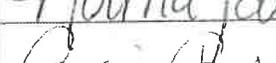
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: James Driffill Elementary School
CDS Code: 56725386055271
District: Oxnard School District
Address: 910 South E Street
 Oxnard, CA 93030
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 January 11, 2022
 -with Law Enforcement

 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Gilbert Elizarraraz	Principal		1/14/22
Michelle Styring/Pam Cwiklo	Assistant Principal		1/14/22
Anna Belitski	Assistant Principal		1-14-2022
<i>Lawrence Anderson Counselor</i>	Oxnard Police Department Representative		2/4/22
<i>SCOTT BREWER</i>	Fire Department Representative		2/3/22
Miriam Cervantes	School Site Council Representative		1/14/22
Norma Jasso	After School Program Coordinator		1/14/22
Rosie Rabago	Classified Staff Representative		1/14/22

Name	Title	Signature	Date
Maricela Valerio	Primary Grades Teacher Representative	<i>Maricela Valerio</i>	1/14/22
Liliana Medrano	Middle Grades Teacher Representative	<i>Liliana Medrano</i>	2/14/2022
Tim Fox	Lead Custodian	<i>Tim Fox</i>	1-14-22

SCOTT

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the James Driffill Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Driffill Elementary School, we believe all students deserve an education that incorporates a comprehensive curriculum, requiring critical thinking and the use of educational technology, where a safe environment, safety and climate are regularly addressed and reviewed. We believe students should be actively involved in a respectful, caring, safe and cohesive educational community.

Components of the Comprehensive School Safety Plan (EC 32281)

James Driffill Elementary School Safety Committee

Gilbert Elizarraraz,, Principal
Anna Belitski, Assistant Principal
Michelle Styring, Assistant Principal
Marisela Valerio, Primary Representative
Norma Jasso, After School Program Coordinator
Liliana Medrano, Middle School Representative
Rosie Rabago, Classified Representative
Miriam Cervantes, School Site Council Representative
Tim Fox, Lead Custodian
Oxnard Police Department Representatives
Fire Department Representative- Emergency Services Manager

Assessment of School Safety

Members of the Safety Committee have conducted a series of security and safety inspections of the campus, specifically considering health and safety regulations outlined by the state of California and Ventura County Department of Public Health. The committee has considered safe entry and exit of students, staff, and visitors at all times of day, procedures for maintaining social distancing, and structures that will facilitate contact tracing when someone on our campus tests positive for COVID-19.

The Principal and Oxnard Police conducted a security inspection of the campus at the beginning of the year. The Principal and the Lead Custodian also conduct monthly safety checks and inspections. Minor changes (such as repairs) are made immediately while major changes are recommended to the site leadership team for discussion and planning with stakeholders including staff and parent groups when relevant. When a major change will be made, all stakeholders are informed of the change through verbal and/or written communication.

To ensure that students engage in safe behavior, the school implements a system of Positive Behavioral Interventions and Supports (PBIS) and a schoolwide protocol that communicates positive behavior expectations for participation in either in-person or distance learning. Driffill and OSD provides necessary positive behavior management training for staff. Students are held to high behavior expectations, and teachers reinforce expected behaviors in their classrooms. A progressive system of discipline is applied when expectations are not met following a positive behavior intervention protocol.

The safety committee meets regularly to review all safety and security procedures, including health and wellness procedures. The committee makes recommendations and enacts changes as necessary. Members of the Driffill safety committee review and discuss procedures to be followed by students and staff during emergencies and also conducts an annual inventory of emergency equipment and replaces supplies as needed, including emergency buckets and emergency classroom backpacks. The Emergency Operation Plan and School Safety Plans are reviewed and discussed annually. During in person learning, the Principal conducts schoolwide safety drills, including a schoolwide evacuation drill. The Oxnard Police Department is present for the whole school evacuation drill.

The committee also reviews school data including office referrals, attendance rates, suspension and expulsion rates, and local law enforcement juvenile crime data. These findings are shared annually with stakeholders during staff meetings and at parent committee meetings. Property damage and other safety issues related to facilities are reported to administration and are resolved by the lead custodian or through the OSD Facilities Department work order process.

The Risk Management Department from the District conducts a safety inspection of the campus and recommends necessary changes. Changes are implemented by either school personnel or district personnel.

The Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal to ensure that drivers are obeying traffic laws and parking regulations.

Adults who are not employees of OSD are not allowed on campus at any time without checking-in at the office, completing the Covid-19 screening process, and obtaining a visitor's badge. All visitors who are signing-out a student are required to show a valid I.D. and must be listed as an approved adult for student check-out.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years

- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use

schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.

- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Gang-related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus. There must be at least five inches between the bottom of a student's shorts and the top of their socks. Clothing should not be of an extreme size, should not sag, and must fit the student appropriately. Gang affiliation with sports teams and colors is also inappropriate for school. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school or shall be required to prepare himself for the schoolroom before entering.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. Students may not wear clothing or hairstyles that will be disruptive to the educational process.

All students at Driffill will be held to the school dress code policy. Students who violate the dress code policy will be requested to resolve the issue by changing into appropriate clothing. During in person learning, students can call parents or guardians to bring appropriate clothing to school and to change and to adhere to the school's dress code policy. While participating in distance learning, students who are not in compliance with dress code policy will be sent to the waiting room during a synchronous session and instructed to change to adhere to the dress code. The student's parent/guardian will be notified by the teacher or by a school administrator.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board of education policies.

1. Shoes must be worn at all times. Sandals must have heel straps. Flip Flops or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice or are affiliated with gangs.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts should not be worn in classes other than physical education.
6. Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.
7. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
8. Students may not wear clothing or hairstyles that will be disruptive to the educational process.
9. Piercings and jewelry must allow for full participation in all school events with student safety as priority.

Exception to dress code can only be made for medical, health reasons, and/or religious beliefs.

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

The safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stake holders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

During the 21-22 school year, all staff are required to complete a Covid-19 screening process before entering and exiting campus. The Covid-19 screening procedures are developed and reviewed by the OSD Risk Management Department. Students enter and exit campus through grade level specific gates to reduce overcrowding and contact.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes. Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Every Sunday the Principal sends a phone message to all parents to update them with the weekly calendar and to explain any changes for ingress and egress for the week.

CLOSED CAMPUS

Driffill K-8 is a closed campus and parents who do not have school business are not allowed on the campus at the beginning of the school day and must comply with specific procedures for dismissal. Staff continuously monitor the safety of all students upon arrival and dismissal from school, including at the bus stops and throughout the school day.

Per COVID Guidelines, visitors are not allowed on campus unless they are conducting "Essential Business." All parents, guardians and visitors who have school business must enter through the main office located on 9th and E Streets. All are required to obtain a visitor's badge and to check in and out while on campus during school hours. Persons signing a student out for the day must be an adult, 18 years or older, show a valid picture I.D. and be listed on the student's emergency card.

SCHOOL HOURS

The regular student day during in-person learning is from 8:10 a.m. to 2:38 pm. Kindergarten hours are from 8:15 - 1:32, Grades 1-5 8:15-2:25 and Grades 6-8 8:10 - 2:38. For minimum days, the school begins at 8:10 am. In the event of an emergency school closure, school hours and schedules are subject to change.

Parents dropping students off at school are made aware that supervision IS NOT available before 7:40 am. School office hours are 7:30 a.m. to 4:00 p.m

There are crossing guards at the intersections of Ninth Street and E Street and at Wooley Ave. and E Street in the morning and afternoon hours.

Once arriving at school, students are to immediately come onto the campus at the designated entry gate and move to their line-up area. For the 21-22 school year, students must follow all OSD and Ventura County Department of Public Health guidelines including wearing a face covering and maintaining social distance. Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates. Gates are locked after the bell and are not opened again until dismissal. Preschool and Kindergarten entrances and exits follow specific, scheduled times for ingress and egress.

Students not participating in after school activities are to leave campus immediately by leaving with parents, walking or riding a bus. Loitering is prohibited. Students whose parents fail to pick them up after school are walked to the office and parents are called. Parents are then requested to sign students out.

TARDY/LATE POLICY

A student is considered tardy to class if he/she is not in his/her seat when the bell rings.

- If a student is late in the morning (after 8:10 a.m.), he/she must report to the office for a late slip, and then go quickly to class.

- A student is considered truant tardy at 8:40 a.m. *A Truant Tardy is when students arrive to school 30 minutes late. When a student is determined to have an excessive number of truant tardies, he /she may be assigned an office detention, and a parent/student conference with school officials will be held to sign an Attendance Contract to foster improved attendance.
- An “excused tardy” will be assigned when parents have called the school with a valid excuse such as a doctor or dentist’s appointment. Please bring copies of doctor/dental notes.
- Oversleeping, missing the bus, etc., are not valid reasons for an “excused tardy.”
- If a student is habitually late or absent from school, various measures may be taken including an alternate placement and referral to SARB (School Attendance Review Board).

TRUANCY POLICY

Being truant means the student is in a location where neither his/her parent nor teacher has given him/her permission to be. Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents.

The following are considered truanccies:

- Being absent from school without a valid reason and without parental permission.
- Leaving school grounds during the day without permission.
- Staying out of class without permission.
- If a student is habitually late or absent from school, various measures may be taken including an alternate placement and referral to SARB (School Attendance Review Board).

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

Component:

Positive School Climate:

At Driffill School we have high expectations for all students, parents, and staff. Classrooms, playground, and all school activities follow positive behavior standards and rules with appropriate social expectations. Driffill School implements and supports a Positive Behavior Intervention System (PBIS).

Element:

School-Wide Positive Behavior Support:

We review all school rules and expectations with students and parents during class time, at discipline assemblies, at parent meetings and at Back to School Night. Rules and expectations are communicated and shared by phone, by digital newsletters, and parent meetings held virtually.

Opportunity for Improvement:

Meet regularly to review safety and behavioral concerns, to develop procedures to support positive behavior and to provide appropriate training. Information is provided to parents, students, and staff.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Continue implementation of schoolwide implementation of PBIS systems	Assemblies (virtual or in person) Daily Implementation Team Leads meet and share information PBIS Committee Needs Assessments	Handouts Posters Teacher Trainings Needs Assessments Student Incentives	Principal, Assistant Principals, PBIS Team and Staff	Classroom Visits Staff meeting feedback Data collected from office referrals
2) Improve classroom management	Survey Teacher Needs Provide teacher training at staff meetings Teach, clarify and support school-wide positive behavior expectations for students Classroom peer observations Admin conduct classroom observations	Expectations presentations Expectations info graphics Driffill 3R posters (digital and printed) Teacher surveys PBIS funding for release time	Principal, Assistant Principal, and PBIS Team	Staff meeting agendas Feedback and Survey Data from observations Expectation presentations and graphics Feedback from Parents Feedback from Students
3) Increase student engagement	Define engagement expectations for students, parents Revise School-wide Attendance Incentive Program to support return to in-person learning Identify and outreach disengaged students Provide parent workshops	Updated Incentive Program ORC School Funding for incentives Recognition Certificates	ORC PBIS Team Attendance clerk	Engagement Data Attendance Data Staff Feedback Weekly Bulletins Student and Parent Feedback Home visit log Communication logs

Objectives	Action Steps	Resources	Lead Person	Evaluation
4) Ongoing Staff training and implementation of PBIS evidence-based classroom practices	Provide training at certificated and classified staff meetings Identify monthly "focus practice" as a staff Admin provide focus practice-specific feedback from observations Admin conduct classroom observations	PBIS evidence-based practice documents Feedback form	Principal, Assistant Principal, PBIS Team	Staff Meeting Agendas Observation Feedback Forms and Data

Component:

School's Safe Physical Environment:

Element:

Safe and Healthy School Environment

Opportunity for Improvement:

Implement Covid-19 mitigation protocol

Continue to receive, relate and address community concerns

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Continue to implement response and communication plans for positive Covid-19 cases among students	<p>Continue to implement action plans from OSD Risk Management and Nursing Staff including reporting to VCPH.</p> <p>Maintain CARE room and to maximize safe distancing</p> <p>Follow system protocols for tracking students who develop symptoms at school</p> <p>Follow system of communicating positive case to staff and families</p> <p>Continue to implement system of communicating with the families of Covid-positive students</p>	<p>OSD Communication plans</p> <p>PPE, distancing structures</p> <p>Attendance tracking document that can be shared among admin, health tech and district nurse</p>	Principal, Assistant Principals, Site Health Tech, Nurse	Parent Feedback Staff Feedback Attendance Spreadsheet
2) Review reopening plans and request input from all stakeholders in anticipation of potential future school closures	Review drafted plans with: School Site Council ELAC Leadership Team Staff	Safety Plan Draft	Principal, Assistant Principals	Meeting agendas
3) Articulate and implement site procedures to mitigate the spread of Covid-19.	<p>Model healthy practices and procedures</p> <p>Purchase and distribute essential materials as needed (PPE, plexiglass, signage)</p> <p>Continue to monitor classrooms, hallways and workspaces to allow for social distancing</p> <p>Determine entryways, exits, and traffic patterns and procedures for entry and exit from site</p>	Updated information from Risk Management Department, Floor markers, Signage, Directional dividers in hallways, School maps	Principal, Assistant Principals, Custodians	Classroom and workspace walk throughs Assess effectiveness of procedures

Objectives	Action Steps	Resources	Lead Person	Evaluation
4) Train all staff, students, and visitors on site procedures to mitigate the spread of Covid-19.	<p>Communicate procedures and protocol in a variety of ways</p> <p>Model healthy practices and procedures</p> <p>Review site-based procedures regularly and communicate updates</p>	<p>Risk management guidelines for sites, Health and safety presentations</p>	Principal, Assistant Principals, Risk Management	<p>Meeting agendas</p> <p>Staff Feedback</p> <p>Parent Feedback</p> <p>District staff review of site procedures</p>
5) Ongoing review of safety protocol, procedures and practices to adapt to changing environment.	<p>Monitor district and local information</p> <p>Communicate changes to families, staff, and stakeholders</p>	<p>ConnectEd messages</p> <p>Weekly bulletins</p>	Principal, Assistant Principals	<p>Site communications including bulletins, agendas</p> <p>Staff Feedback</p> <p>Parent Feedback</p>

Component:

Disaster Preparedness:

At Drifill School we have developed a complete Disaster Preparedness Plan. We have reviewed it with our staff and at different parent meetings: ELAC, Café Con Padres, Faculty Leadership meetings and School Site Council. Our goal is to make sure that students and staff are safe at all times and that there is a plan in place when any unfortunate situation may occur.

Element:

School Safety:

We have developed our plan as a team and have reviewed all the components. Safety materials and bags are continuously replenished. All staff know their position and are trained in their roles in case of a disaster/emergency.

Opportunity for Improvement:

Site based response (see examples below):

Provide regular updates and review at meetings.

Continue to receive, relate, and address all community concerns.

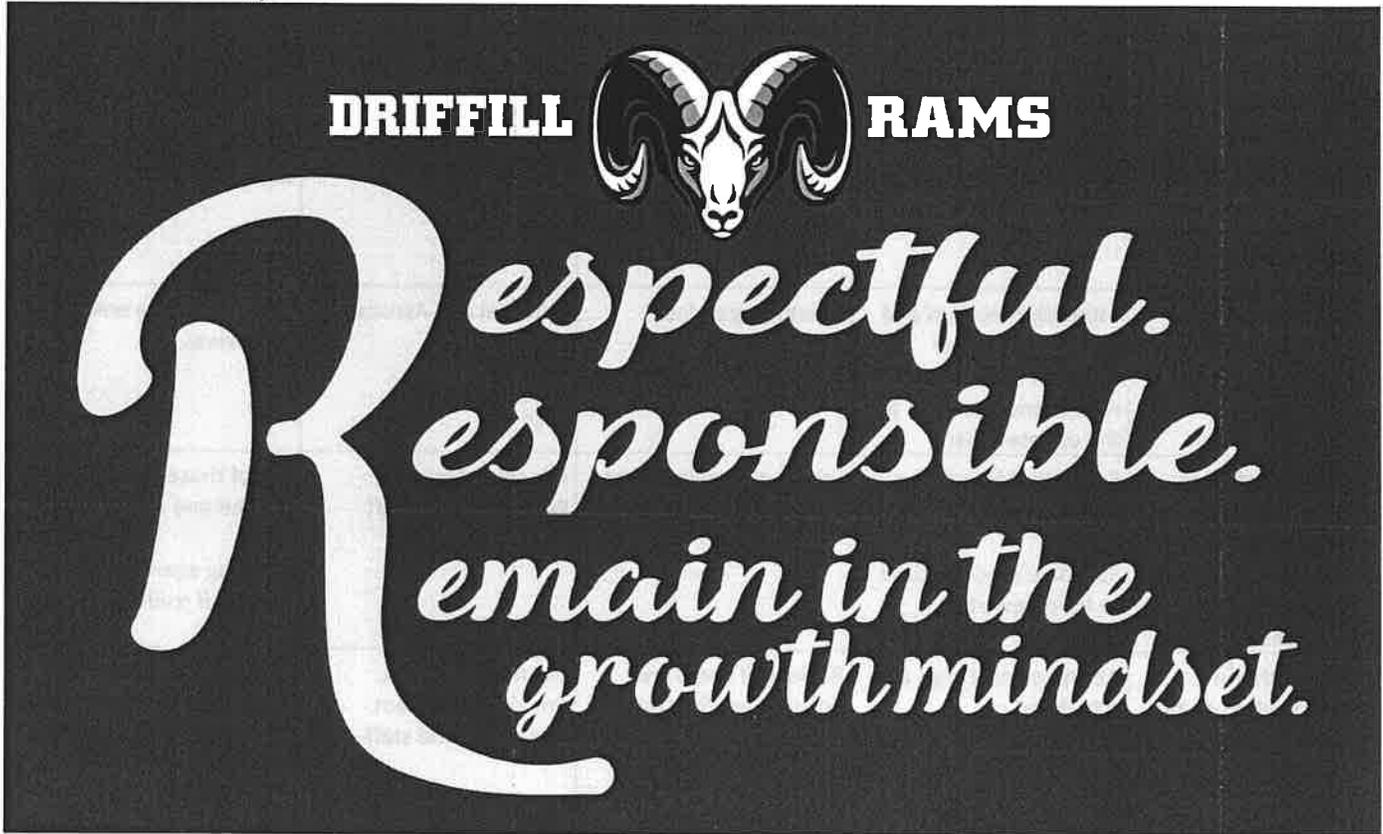
Train all personnel as needed.

Purchase materials as needed to replenish supplies after use.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Review and update safety plan and emergency maps yearly.	Meet yearly to update the school safety plan. Update emergency maps with new staff names and update changed room assignments	Meet with leadership and safety committee. Maps	Principal, Assistant Principals, and staff	Submit Safety Plan for Board Approval. Updated copy of map and plan
2) Review with all stakeholders - students, parents, and staff.	Establish meetings and timelines with the different stakeholders to review and get input for the updated plan.	Meeting agendas. Draft copies of plan	Principal and Assistant Principals	All agendas are online for review.
3) Train new staff on emergency and disaster preparedness procedures and provide for the need to update certifications.	Enroll staff in training that is needed. Schedule meeting time to train new staff	Emergency trainings and certificate programs	Principal, Assistant Principals, and staff	List of those who are trained and certified. Meeting agenda from new staff training
4) Work with the District to get on-going and new directives to link the District to the Site Plans.	Attend all meetings as scheduled.	Review all notes and emails from the District.	District Office, HR, Principal, Assistant Principals, and staff	Completed Safety Plan aligned to the District's plan.
5) Conduct regular safety drills	Schedule several dates for drills Communicate drill dates to Oxnard PD and Oxnard Fire	School calendar	Principal, office manager	Safety drill documentation submitted to OSD leadership
6) Review classroom emergency supplies	Inventory supplies in all classroom emergency buckets and backpacks. Add updated documents to each emergency binder Order supplies as needed	inventory list, emergency supplies for replenishment, updated copies of emergency documents	Assistant Principals, Office manager	Teacher Feedback

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

James Driffill Elementary School Student Conduct Code



PURPOSE

Driffill practices and abides daily by our 3 guidelines for success which are: Rams are Responsible, Respectful and Remain in the growth mindset. The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents, other school staff, and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to the management of student behavior (PBIS/CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GOALS

We want our students to develop a sense of values and to become:

- | | |
|---------------|----------------------------------|
| Caring | Honest |
| Responsible | Well mannered and courteous |
| Respectful | Knowledgeable of right and wrong |
| Fair | Positive in outlook |
| Compassionate | Self-disciplined |
- able to Remain in the Growth Mindset

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of common expectations, rewards, and consequences allowing for consistent and fair discipline.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-disciplined and responsible youth.

- Facilitate two-way communication opportunities between families and school ensuring a high-quality instructional climate.
- Promote knowledge and teach expectations helping students to become self-respecting, contributing, successful and college/ready.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, families and school personnel. Each team member has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, families, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and a positive opportunity for everyone.

Expectations of Students

- Attend school regularly and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (charged iPad, dress, nutrition, and sleep).
- Work in partnership with the school to develop responsible student behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences.
- Continually improve professional competencies in matters of student control and discipline.
- Develop an enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences that will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promotes teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care, and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.

- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns, and Consequences:

Student conduct, which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning, including the use of social media both on and off campus. Additionally, rewards for positive behavior are implemented to encourage all students to maintain appropriate personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in the prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off-campus;
- During, going to, or coming from a school-sponsored activity.
- While participating in Distance Learning activities and classes.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Using electronic devices during times when use is not allowed or to cause a disturbance.
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school-sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, students may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or by telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES

Expectations:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing a behavior that shows respect for other people and property.
- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

EVALUATION AND FEEDBACK METHODS

Summary

The staff, School Site Council, and the principal will review the school rules and discipline program. These groups will consider the impact of school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

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E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

Oxnard School District Board Policy 5145.9- Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or

statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

At Driffill School, the administrative team reviews the School Safety Plan and recommends edits and/or additions to stakeholders during meetings. Initial recommendations and edits are reviewed with the Leadership Team, ELAC, PBIS, Café Con Padres, Staff, School Site Council, and the School Safety Committee during the fall semester. Data are then reviewed on a monthly basis to identify and address the needs of the school as related to the Safety Plan and any further changes and recommendations are reviewed with the entire staff, parents, and community stakeholders at meetings held throughout the school year. The Safety Plan is reviewed and revised during the first semester of the school year and is approved by the Safety Committee and the School Site Council before it is submitted to the OSD board for approval in February.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Oxnard School District
Address	1051 South A Street CA 93030
Contact	OSD Facilities Dept.
Phone Number	805- 385-1514
Date of Agreement	

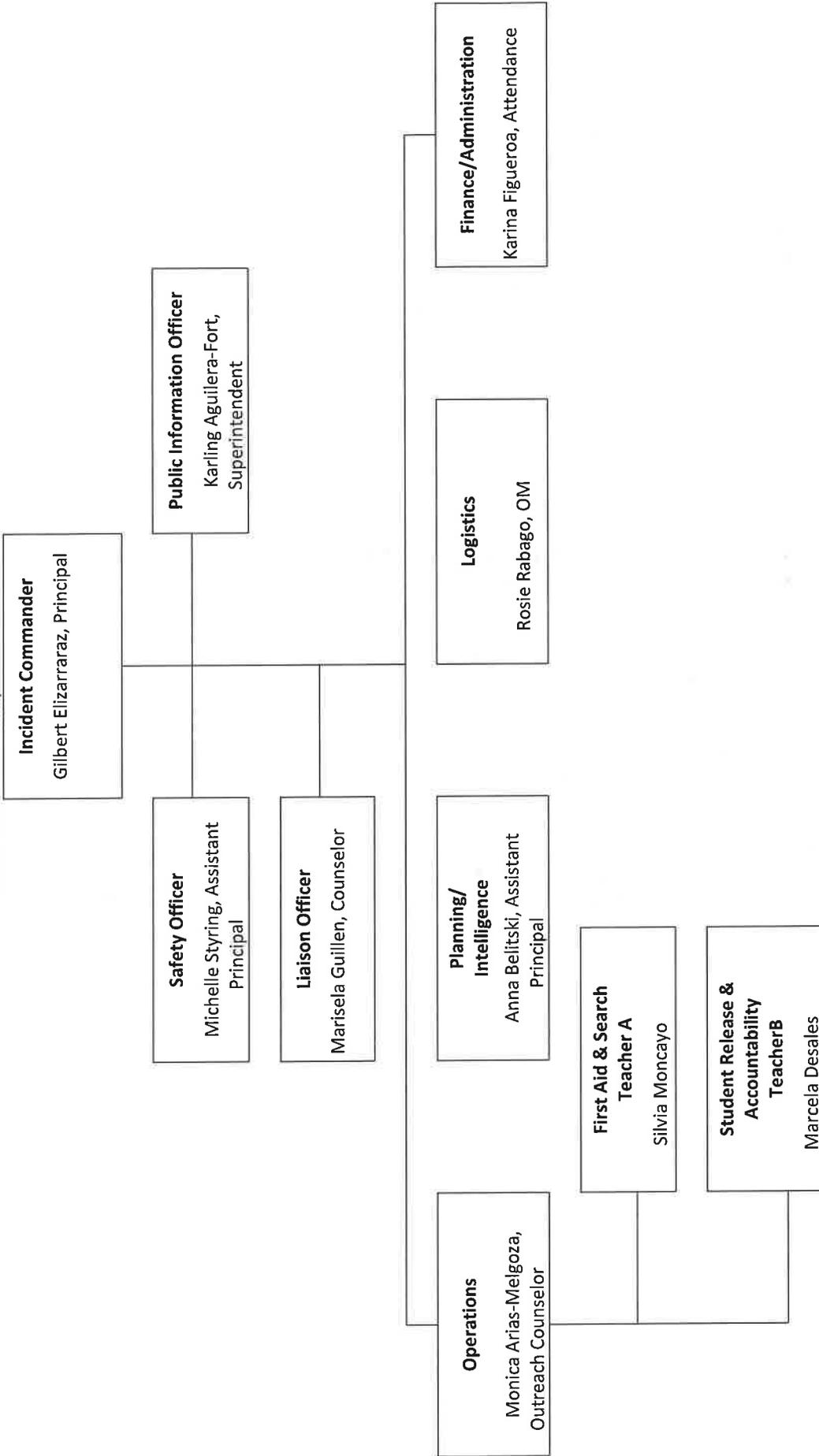
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Hobson Park West
Address	Oxnard CA 93030
Contact	City of Oxnard- Parks and Public Grounds
Phone Number	805-385-7950

Phone Number	
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Incident Command System (ICS)

James Drifill Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

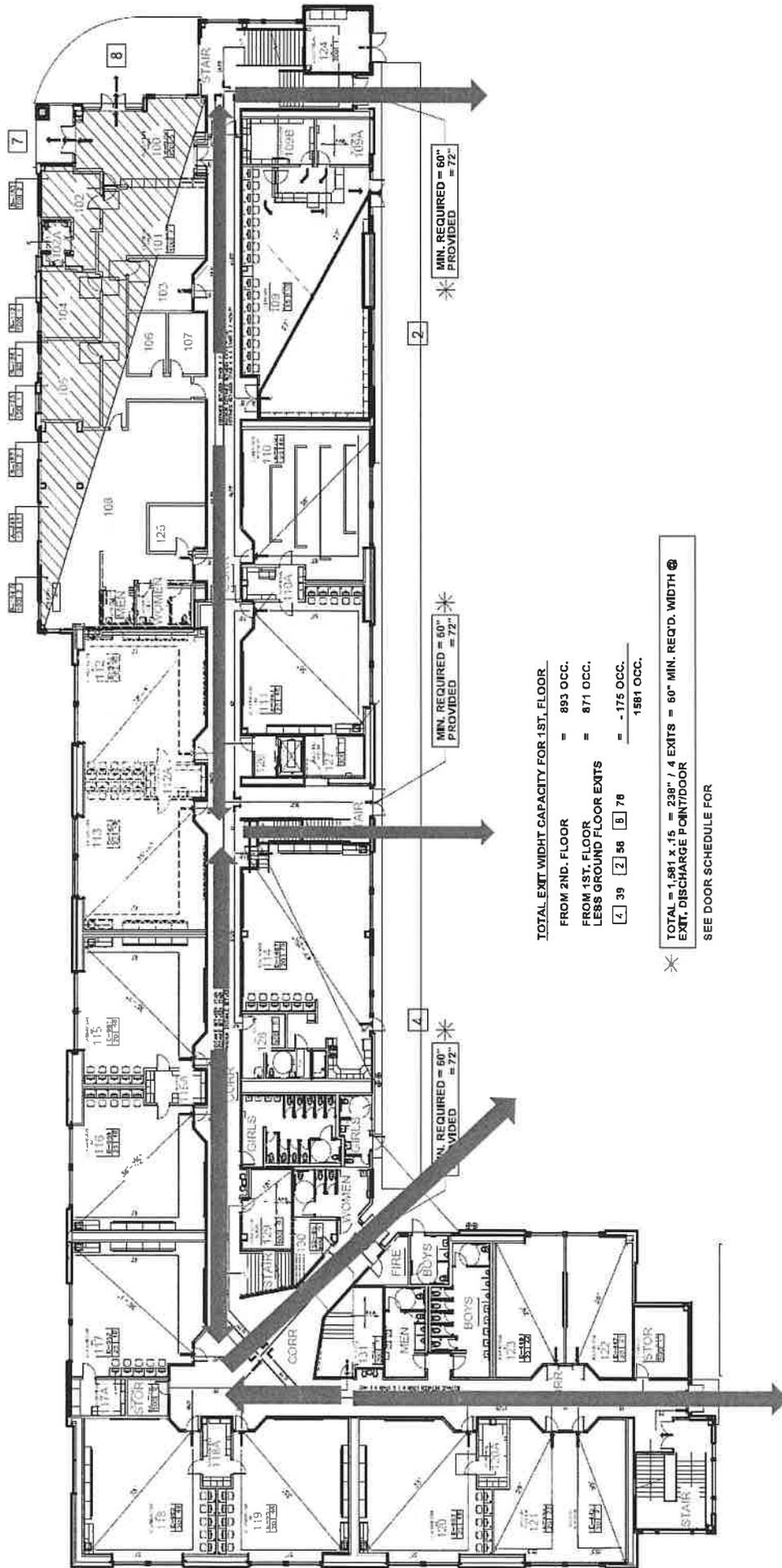
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

DRIFFILL 1st FLOOR EMERGENCY EVACUATION PLAN



TOTAL EXIT WIDTH CAPACITY FOR 1ST. FLOOR

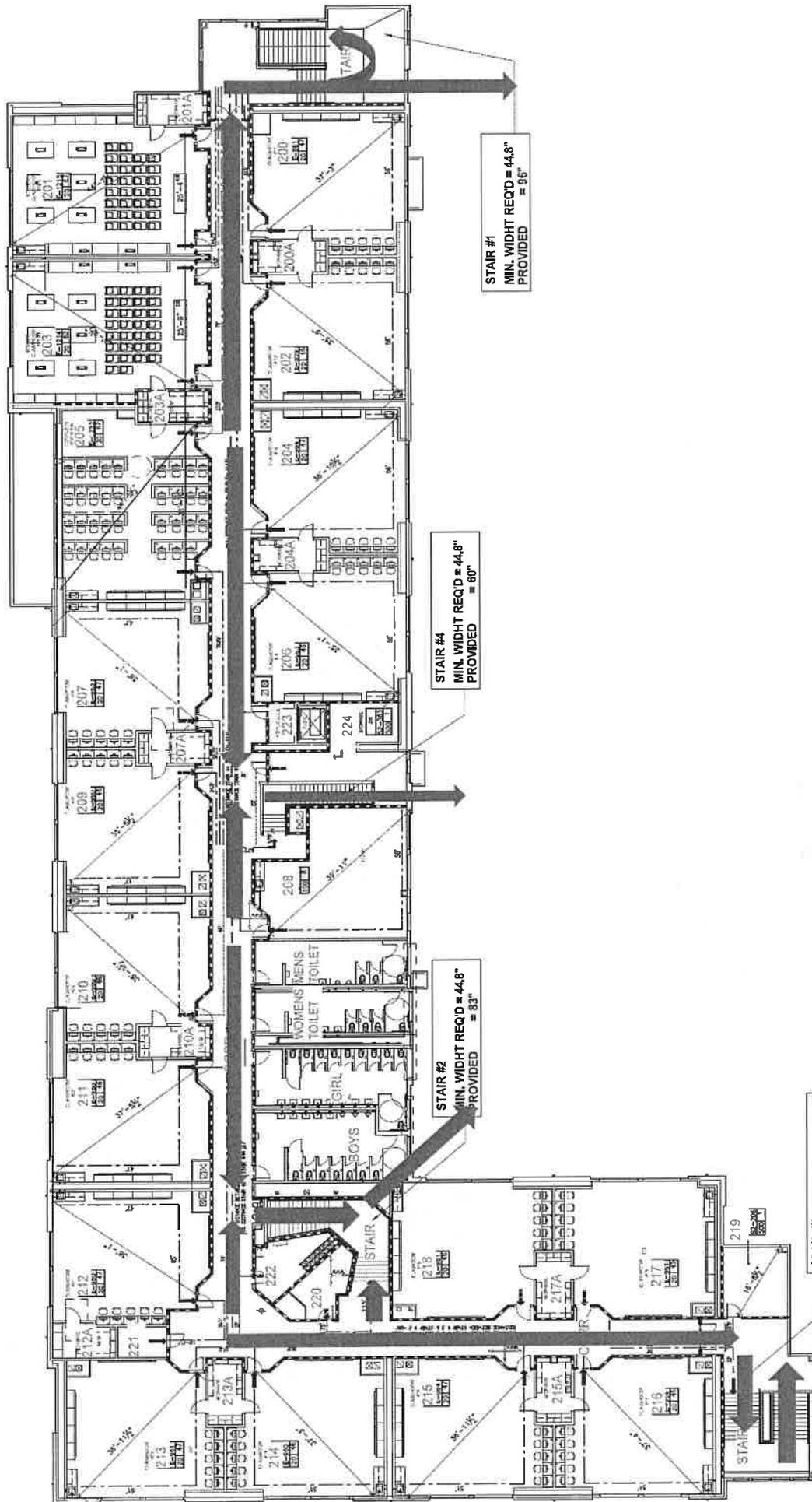
FROM 2ND. FLOOR	=	893 OCC.
FROM 1ST. FLOOR	=	871 OCC.
LESS GROUND FLOOR EXITS	=	- 175 OCC.
[4] 39 [2] 56 [8] 78	=	1584 OCC.

✱ TOTAL = 1,584 x .15 = 238" / 4 EXITS = 60" MIN. REQ'D. WIDTH @
 EXT. DISCHARGE POINT/DOOR
 SEE DOOR SCHEDULE FOR

Drifill

2nd Floor

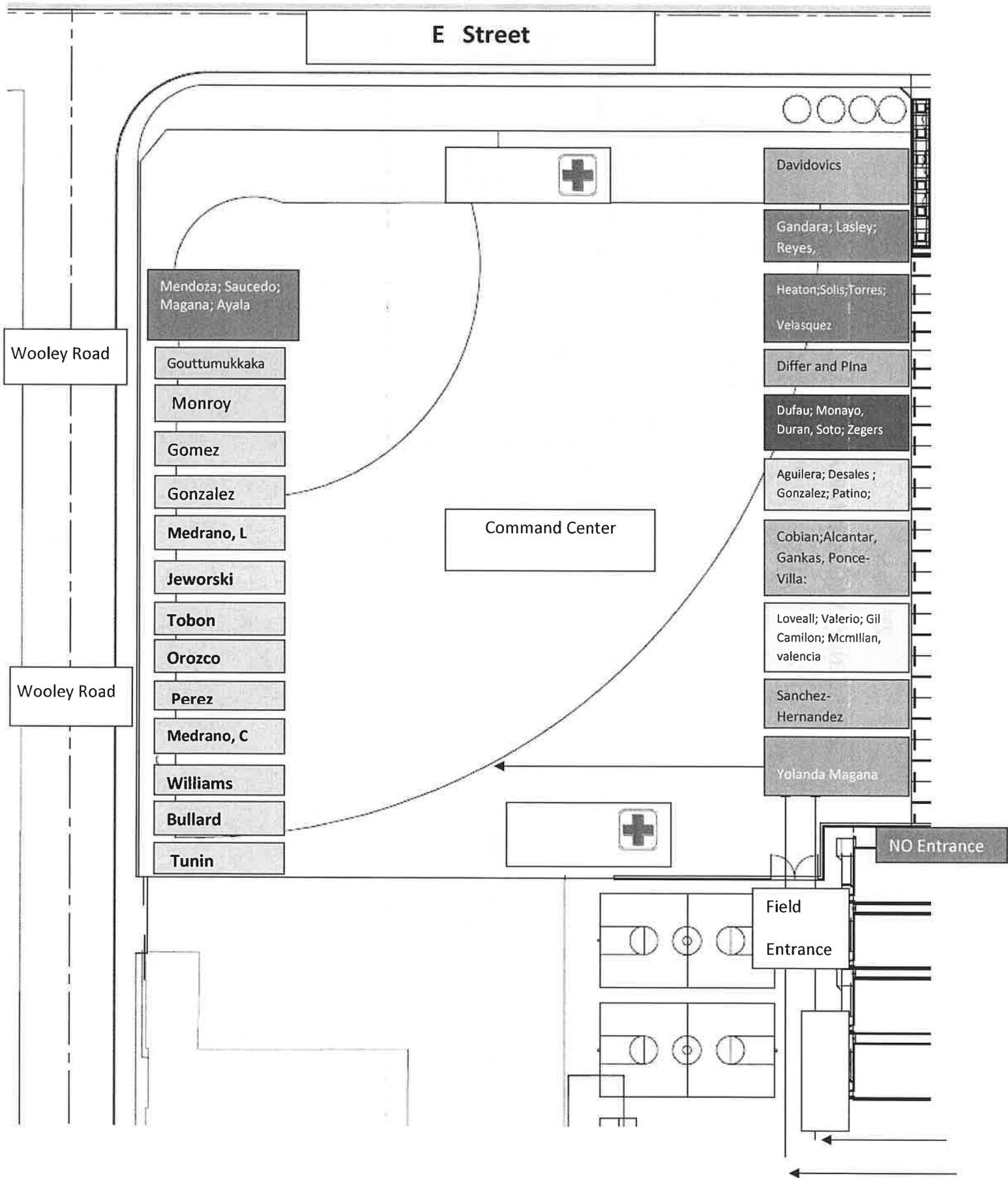
EMERGENCY EVACUATION PLAN



EXIT TRAVEL DISTANCE PLAN - SECOND FLOOR

SCALE: N.T.S.



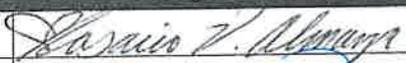
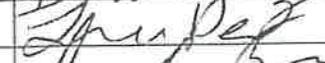
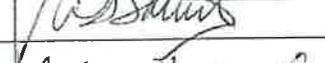
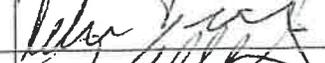
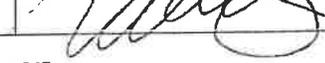


Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Elm Street School
CDS Code: 56725386055289
District: Oxnard School District
Address: 450 East Elm Street
 Oxnard, CA 93033
Date of Adoption: February 2022
Date of Review: -with Staff
 December 2021
 -with Law Enforcement
 December 2021
 -with Fire Authority
 December 2021

Reviewed by:

Name	Title	Signature	Date
Rosario V. Almanza	Principal		12.17.2021
<i>Lawrence A. ... Counselor</i>	Police Department Representative		2/22/22
	Fire Department Representative		
Berta Martinez	School Site Council Chair		12-17-2021
Francisco Perez	Teacher		12-17-21
Julio Cahue	Teacher		12-17-21
Corina Saturnino	Literacy Intervention Teacher		1/13/22
Ruben Tirado	Lead Custodian, Classified Staff Member		12-17-21
Veronica Garcia	Counselor		12/17/2021

Name	Title	Signature	Date
Cinthia Rivera	After-School Program Site Coordinator		12.17.21

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Reviewed by:

Name	Title	Signature	Date
Rosario V. Almanza	Principal		
	Police Department Representative		
<i>SCOTT BREWER</i>	Fire Department Representative	<i>Scott Brewer</i>	<i>2/3/22</i>
Berta Martinez	School Site Council Chair		
Francisco Perez	Teacher		
Julio Cahue	Teacher		
Corina Saturnino	Literacy Intervention Teacher		
Ruben Tirado	Lead Custodian, Classified Staff Member		
Veronica Garcia	Counselor		

Name	Title	Signature	Date
Cinthia Rivera	After-School Program Site Coordinator		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Elm Street School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Elm Street School Mission - To ensure that all students receive a high quality education from fully qualified caring teachers whose research-based practices help them connect with the 21st century expectations through the arts, sciences, and technology.

Elm Street School Vision - To establish a safe, professional bilingual learning community where educators use data to drive instruction, collaborate toward common goals, and work with families, students, and community members toward becoming successful contributing members of society, while addressing the needs of the whole child.

Staff members at Elm Street School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data informed goals with high expectations for all
- Communicate and collaborate as a member of a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a safe and environmentally responsible campus

We also realize that in order to provide students with a successful and safe learning environment, we must implement a comprehensive safe school plan. This plan focuses on implementing a safe school curriculum with an emphasis on good moral character development, social skills, and camaraderie/good-fellowship. We are actively continuing the implementation of our comprehensive school-wide discipline system and CHAMPS each school year.

It is the goal of all staff at Elm Street School to provide a nurturing, safe, and secure learning environment for all students, staff, families, and community.

Components of the Comprehensive School Safety Plan (EC 32281)

Elm Street School Safety Committee

Rosario V. Almanza, Principal
Police Department Representative
Fire Department Representative
Berta Martinez, School Site Council Chair
Francisco Perez, Teacher
Julio Cahue, Teacher
Corina Saturnino, Literacy Intervention Teacher
Ruben Tirado, Lead Custodian: Classified Staff Member
Veronica Garcia, Counselor
Cinthia Rivera, After-School Program Site Coordinator

Assessment of School Safety

Oxnard Police Department regularly attends lockdown drills scheduled by school staff in order to ensure that procedures are followed properly. Oxnard Police Department provides feedback to the administration, who in turn, debriefs with the staff and necessary changes are made. School Principal will ensure Oxnard Police Department is present during our whole school evacuation drill.

OPD will conduct a security inspection with the Principal.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel.

The Lead Custodian and the Principal conduct a monthly safety inspection and submit reports to the District Office.

Any safety issues are reported by staff to Lead Custodian and Administration as they are noticed to be handled by the Lead Custodian or through work orders to the District Office.

Office Referrals can be forwarded to site PBIS Committee for review and assessment. The PBIS team will meet at Monthly Leadership Team Meetings, so that there is more communication. The administrator, along with the Attendance Technician and Outreach Coordinator, review site attendance rates. The Pupil Services Department shares monthly Suspension/Expulsion data with the site. This information is shared with staff and PBIS Committee.

The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

The following strategies were discussed to address the needs of the School Safety Assessment:

- Drills

The Lead Custodian and the principal conduct monthly safety inspections. Any safety issues reported by staff to Lead Custodian and informing administration. The safety issues can then be handled by the Lead Custodian or through work orders to the district office. Additionally, the OPD regularly attends lockdown drills scheduled by school staff to ensure that procedures are followed properly, providing feedback to Principal which then debriefs with staff and does necessary changes. Furthermore, monthly fire drills, quarterly earthquake drills, and annual lockdown drills are conducted.

- Traffic/ Safety Enforcement and Communication:

Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal to ensure drivers are obeying traffic patterns. The principal communicates with the community via meetings, letters, and Blackboard Connect-ed phone messaging system regarding reminders for safety and traffic regulations. The site safety committee meets regularly to review all safety and security procedures and make any necessary recommendations and changes.

- Repairs

Minor repairs are made immediately through the lead custodian or work orders placed through the District Office. Major changes may need to go through a process involving input from stakeholders which include the school's leadership team, safety committee, staff, and parent groups.

- Behavioral Expectations/Discipline and Consequences:

In order to ensure that students engage in safe behavior the school implements CHAMPS positive behavior support program. We are in full implementation of the CHAMPS Behavior Management System each school year at Elm Street School. We are confident that this system will continue to provide school-wide behavioral expectations, as well as discipline and consequences for all students in grades K through 5th. We have developed school-wide rules for the cafeteria, office, restrooms, hallways, library, and assemblies. CHAMPS also has a classroom component that allows teachers the flexibility to use the spirit of CHAMPS in their classrooms, while customizing the specific rules of each teacher/class. Students are expected to follow the rules and teachers reinforce the rules in their classrooms. Consequences are applied when the expectations are not adhered to.

- Emergency Supplies:

We conduct an annual inventory of emergency equipment and replace supplies as needed, including emergency buckets and emergency classroom backpacks. The Emergency Operations Plan is updated annually and we have first aid supplies and a search and rescue plan in place.

- Information/Awareness

Through the district, staff are trained in the Emergency Operations Plan. The safety committee meets regularly to review all safety and security procedures and makes any necessary recommendations and changes.

- Internal Security Procedures/Student Security-Closed Campus:

We have dedicated many hours of preparation and training to developing a response to emergency situations. We have worked with our the local police department to review and practice current lockdown procedures. We have decided that practicing these lockdown procedures at minimum of two times a year will prepare students and staff for this emergency situation. We also discuss fire drills and continue to evaluate, update and implement evacuation route/gathering area where the entire student body can be monitored at the same time. It was also decided that monthly drills will keep us aware of any situations that may arise. As a staff we have also reviewed procedures for earthquakes and other natural disasters that may or may not require evacuation. We have also reviewed procedures for sign-in and identification of both district and non-district personnel sighted on campus before, during, and after school. They are asked what their needs are and given a visitor's pass so they may access the area of campus they need. Elm St. School is a closed campus. All individuals, parents, guests, and visitors are to sign-in at the school office upon arrival on site. All adults picking up students before regular dismissal are required to be on the student's emergency card, be of 18 years of age and produce a valid ID.

- Ingress/Egress Routes:

Security measures are implemented by having a closed campus. It was decided by staff that designated ingress and egress routes continue and a closed campus also continue to be implemented. The school site opens Fir St. gate from 7:30-8:00 a.m. to allow students access at the beginning of the school day; ingress. The front office will also be available at this time to allow parents access to campus after they have signed in and received a visitor's badge. Buses will drop off students at the Fir St. gate during this time. Buses will pick up Kindergarten students on Fir St., but first through fifth grade students will be picked up on Montrose. The same access points will be available for first through third during egress, from 2:10-2:25 pm. Fourth and Fifth grade students egress on Elm St. at Blacktop area. At Elm, we have five campus supervisors assigned to supervising and monitoring students before school, during recesses, lunches, and after school for the safety of all students.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.

- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services

1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process."

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

Gang-Related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1).

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

Elm Street School Dress Policy:

All students at Elm Street School will be held to Elm Street School's dress code policy. Students who violate the dress policy will be requested to fix inappropriate clothing, call home to have proper clothing items brought to school, or change into loaners. Parents can be called at home or work to bring appropriate clothing to school and have student change, to adhere to the school's dress code policy. The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

The following will be strictly adhered to:

1. Students may not wear clothing or hairstyles that will be disruptive to the educational process.
2. Close toed shoes must be worn at all times. No sandals or thongs allowed for safety. Parents will be notified of exceptions ie. special school events such as promotion event.
3. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bare drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice.
4. Hats, caps, and other head coverings shall not be worn indoors.
5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
6. Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.
7. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Parents will be notified of exceptions ie. special school events.
8. Shirts should be tucked in and the seat of pants cannot sag. Oversized clothing is inappropriate and must not create a safety hazard during physical activity.
9. Metal accessories and jewelry that present a hazard to health and safety are prohibited.

Exceptions to the dress code can only be made for medical, health reasons, and/or religious beliefs of which require a medical and/or parental note.

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

Elm School is a closed campus. All gates which provide access to the classrooms and other rooms, except the school office, remain locked during regular school hours. Staff continuously monitors the safety of students upon arrival, dismissal, at the bus stops, and throughout the day following established routines and procedures. All visitors to the campus must check in at the office, sign in, and obtain a visitor's badge.

Safe Ingress - All students will arrive at school before the first bell (7:55 a.m.) and dropped off at Fir gate or Fir gate bus drop area if students receive bus transportation. In the event that a student arrives tardy to school, the students must enter through the school office, check in with office personnel, and obtain an excused/unexcused tardy slip before going to their assigned classroom. A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse. When a student is absent, the Parent/Guardian needs to notify the school through a written note or phone call to the school office within 72 hours of the absence. Excused absences include illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member. Truancies include being absent from school without the knowledge and consent of the parent/guardian/school or leaving the school grounds during the day and/or staying out of class without permission.

Elm School is a closed campus thus all visitors must sign in at the school office and receive a visitor's pass before entering school campus. If any school personnel notices an unidentified person on campus without proper identification or visitor's pass, they must report it immediately to the school office. Parents dropping off students at school should be aware that there is no supervision available before 7:30 a.m. The school office hours are from 7:30 a.m. to 4:00 p.m.

Safe Egress- Kindergarten students will be dismissed on Fir St., which includes bus riders. First through third grade students will be dismissed at Fir St. gate by teachers at designated dismissal time, with teacher/staff supervision. Fourth and Fifth grade student will be dismissed at Elm St. gate at Blacktop Area. Students receiving bus transportation are picked up on Montrose St. with staff supervision. Parents/Guardians are required to stop at office to sign-out their child if leaving early. Adults signing students out must be on the emergency card, 18 years of age, and have a valid photo identification. Students are not to loiter outside campus gates. In case of emergencies, all staff will follow the appropriate evacuation procedures as listed in the Safe School Handbook. Teachers must be aware of all students that take school transportation and follow the schedule.

There is an Oxnard Police Department crossing guard at Elm St. and Gisler Ave. to ensure the safety of students walking to and from school.

In order to ensure the safety and well-being of students, Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes. Additionally, Parents/Guardians are responsible to provide the school with legal and/or custodial documents regarding a student. The legal documents will be filed with the student's Emergency Card, and will be followed accordingly.

The School Site Safety Committee continuously assesses the needs of the school in regards to the safe ingress and egress of students, staff, and parents, and makes recommendations to make any changes to improve campus safety.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

In order to provide students with a successful learning environment, we must implement a safe school plan with an emphasis on good moral character development, social skills, and good-fellowship. As of January 2017 all staff has been trained in CHAMPS for full implementation of CHAMPS at Elm St. School. We will work together during the 2021-2022 academic year to implement a consistent positive behavior support program that is reinforced on a daily basis.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>1) Continue the implementation of CHAMPS to provide a safe and positive school environment.</p>	<p>Elm School staff and students will continue implementation of CHAMPS throughout the school year. Provide opportunities to spread the message of being kind. Student leaders will focus on spreading messages of kindness and acceptance.</p>	<ul style="list-style-type: none"> • CHAMPS behavior system • Posters to support CHAMPS • Behavior assemblies for students • Each month incorporate "Spreading Acts of Kindness" with a school wide activity that focuses on kindness. 	<p>PBIS Committee: Principal Counselor ORC Teachers</p>	<p>PBIS Committee</p> <ul style="list-style-type: none"> • Review of discipline referrals • Classroom visits and observation of student behavior • Leadership Team Meetings to include PBIS Committee and include as first Agenda item <p>Safety Committee</p> <p>Staff Meetings</p>
<p>2) Reduce the amount of office referrals/self referrals to Counselor regarding misbehavior, bullying, and inappropriate verbal and physical behavior.</p>	<p>Elm School will identify and share effective classroom anti-bullying strategies and practices.</p> <ul style="list-style-type: none"> • Develop an anti-bullying campaign via Student Leaders • Student leaders will be selected to develop a "Kindness Club" to focus on accepting differences. • Pictures/Selfie with Leo & Lea the Leopard when students are caught being positive leaders. 	<ul style="list-style-type: none"> • Anti-Bullying Campaign • CHAMPS • Kindness Club 	<p>PBIS Committee Counselor ORC Principal</p>	<ul style="list-style-type: none"> • Review of discipline referrals • Meetings with safety committee • Meetings with PBIS Committee • Staff meetings • Anti-Bullying assemblies (NED Assemblies)

Objectives	Action Steps	Resources	Lead Person	Evaluation
3) Staff, in partnership with the school counselor, school psychologist, and ORC will develop resiliency strategies to use with students in order to make a positive impact in the lives of students.	Strategies in regards to learning positive values, social competencies, and positive self-identity will be developed and implemented by staff.	Positive Behavior Support through CHAMPS and Cultural Proficiency ORC Counselor Local Agencies (New Dawn, VCBH: Logrando Bienestar)	PBIS Committee Principal Counselor ORC School Psychologist	<ul style="list-style-type: none"> • Review of discipline referrals • Review of COST and SST referrals • Staff feedback • Panorama Survey

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

We are committed to reaching the needs of all our students. By meeting the diverse needs of our students we will educate, challenge, and empower our students to behave as productive members of our community and help maintain a safe environment for all.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Staff, students, and families will work together to build a sense of community within the school and community at large.	Staff shall practice a code of ethics that embraces cultural proficiency. Staff will work with families and students in a way that affirms universal human values, such as respect, honesty, and equity.	Continue Cultural Proficiency practices Cultural Proficiency Professional Development Summer of 2021	PBIS Committee Principal Counselor ORC Teachers School Psychologist	<ul style="list-style-type: none"> • Staff feedback • Family feedback • Monitoring of behavior referrals • Classroom visits and observations • Panorama Survey • Coffee with the Principal • ELAC • SSC
2) Elm School shall have visible staff and family presence.	Elm administration will encourage staff and families to be visible during ingress and egress of school.	Staff Campus Assistants Visitor Sign-in Logs and Visitor Tags Safety Plan	Principal Safety Committee PBIS Committee	<ul style="list-style-type: none"> • Monitoring by Staff • Staff feedback • Family Feedback • Record of Safety Committee Meetings
3) Elm School will survey all students through Panorama: Social Emotional Survey and use results to identify safety issues.	Elm School will participate in the Panorama Survey two times a year.	Panorama and Data Results	Principal Counselor ORC Teachers: Kindergarten through second grade, teachers answer questions regarding students on the Panorama Survey. Third through fifth grade students complete Survey on their own with support from Classroom teacher, School Counselor and ORC.	<ul style="list-style-type: none"> • Review of Panorama Data • Staff Feedback

Objectives	Action Steps	Resources	Lead Person	Evaluation
4) Elm School will continue to work with staff, families, community members and with Oxnard Police Department personnel to create a crime-free and safe school community.	Elm School will continue safety committee meetings. On behalf of the Safety Committee, the Principal will report out to all staff, and community members.	Oxnard Police Department CHAMPS Professional Development Lockdown Information Guides Evacuation Maps Connect Ed Messages to Families (Telephone Messaging System) Safety Plan	Principal Counselor ORC Safety Committee	<ul style="list-style-type: none"> • Family Feedback • Staff Feedback • Monitoring of Behavior Referrals • Record of Meetings • Record of Communication

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Ongoing review of safety plan and professional development. We will continue to conduct practice drills and debrief with staff to review and reflect on procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Develop a school-wide procedure for locking of school entrances on a daily basis to ensure proper lockdown procedures.	Hold meetings to discuss current procedures and possible new procedures. Hold meetings to train all staff on new protocols.	Safety Plan and Safety Handouts	Principal Oxnard Police Department Office Staff Custodial Staff Safety Committee	<ul style="list-style-type: none"> • Debriefing of drills with staff • Staff Feedback • ELAC suggestions/input to SSC • SSC • Oxnard Police Department • Custodial Staff • Principal • Monitoring and Observation of Drills
2) Develop a school-wide procedure for identifying non-school personnel sighted on campus before, during, and after school.	Hold meetings to discuss current procedures and possible new procedures. Hold meetings to train all staff on new protocols.	Staff Meetings Visitor Sign-In Log and Visitor Tags	Principal OPD Office Staff Custodial Staff Safety Committee	<ul style="list-style-type: none"> • Daily Campus Monitoring • Record of Meetings with Safety Committee
3) Work with Oxnard Police Department (OPD) and community to create a safe and crime-free community.	On behalf of Safety Committee, Principal will meet with OPD and community members to discuss school and community issues to decide how to work together to provide solutions for any issues as they arise.	OPD Safety Plan Safety Committee	Principal Safety Committee	<ul style="list-style-type: none"> • Record of safety meetings • Safety Committee and Staff feedback • Daily Campus Monitoring by Staff
4) Train all staff on all proper emergency response procedures and their responsibilities. For example, fire drills, lockdown drills and active shooter	Hold meetings and training throughout the year for all staff on emergency procedures in relation to lockdowns, fire drills, earthquakes, evacuation, and other natural disasters.	FEMA courses Training manuals Safety Plan	District Office Safety Committee Principal	<ul style="list-style-type: none"> • Staff review and feedback on safety procedures • Record of safety meetings • Debriefing of drills

- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents:

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)
- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers:

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators:

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns and Consequences:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Possessing -cellular telephones or electronic paging devices;
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences:

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Recognition:

- Incentives are used to promote exemplary student conduct.
- Principal lunch is held twice a month to reinforce and recognize positive student behavior. Students are given a Principal Lunch Pass called a "Golden Ticket" and eat lunch with Principal in the office at a Conference Table. Students are praised, have an opportunity to play giant jenga, draw or color. As students are dismissed to class they choose an academic tool to keep like a folder, pencil pouch, spiral notebook etc...
- Trimester Awards are held to recognize positive student behavior as well as academic gains.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The plan is reviewed in November & December and approved by the School Site Council, and then reviewed and approved by School Board in February each year.

The Staff, School Site Council, English Language Advisory Committee, Safety Committee, PBIS Committee, Oxnard Police Department, Fire Department and the Principal will review the three components annually. These groups will consider the impact of the components and their effectiveness in student safety and behavior. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety. If at any time a staff member, community member, or Safety Committee member feels that the plan needs to be amended, the following process will be followed:

1. Safety Committee will be convened to discuss issues
2. Changes will be proposed
3. Proposed changes will need to be reviewed and approved by School Site Council
4. Amendments will be made

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

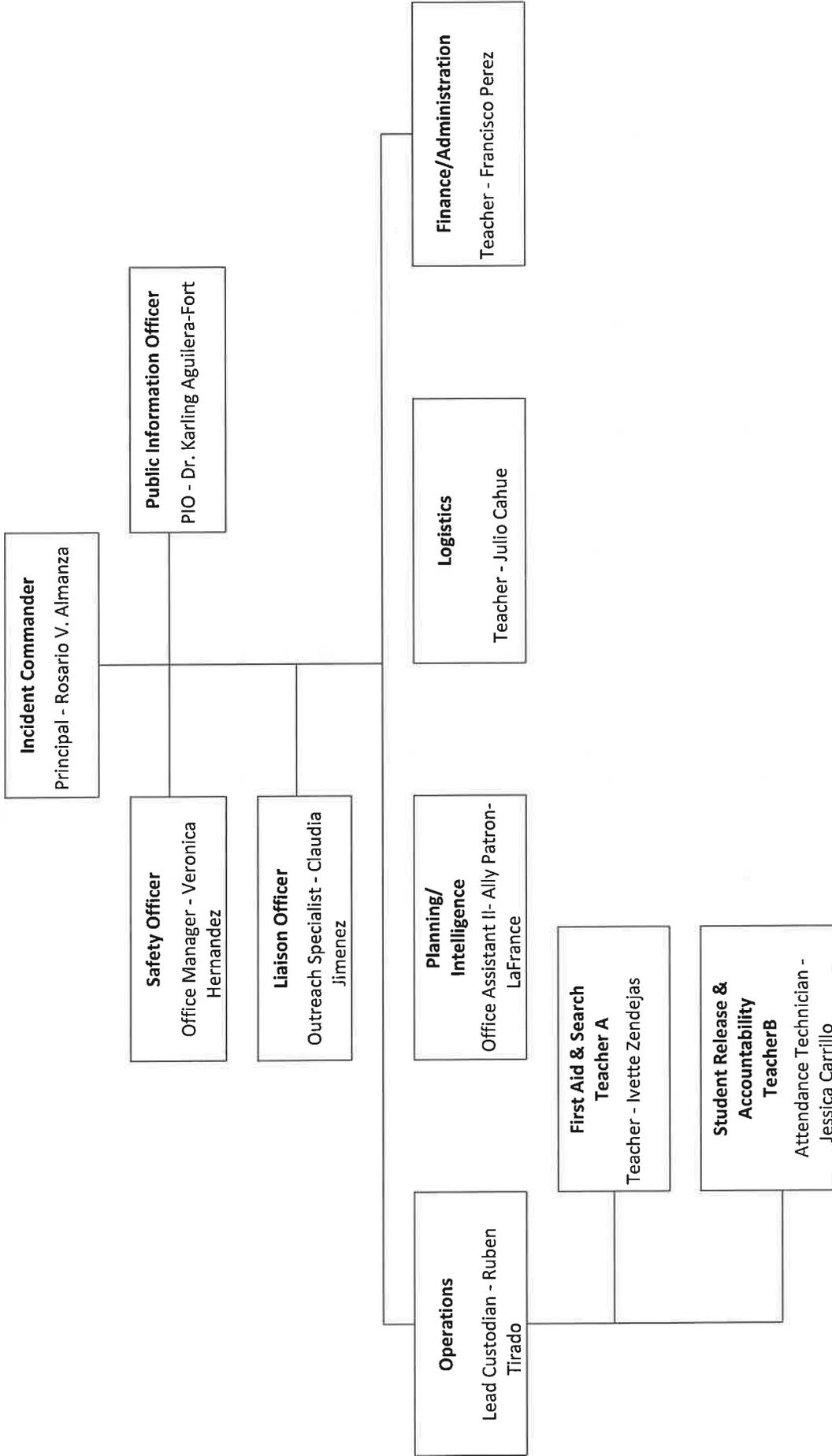
Organization	1. W. Lathrop Memorial Park
Address	500-698 E. Guava St. Oxnard, CA 93033
Phone Number	
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Church of Christ of Latter-day Saints
Address	260 E Elm St
Phone Number	(805) 483-1528
Phone Number	

Incident Command System (ICS)

Elm Street School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

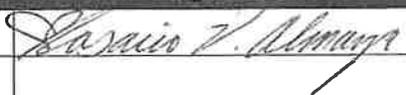
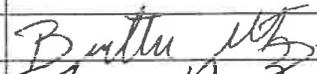
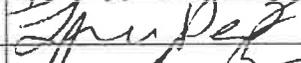
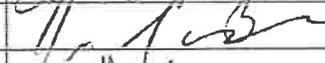
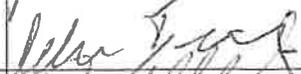
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

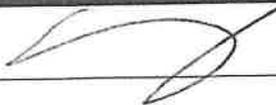
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Elm Street School
CDS Code: 56725386055289
District: Oxnard School District
Address: 450 East Elm Street
 Oxnard, CA 93033
Date of Adoption: February 2022
Date of Review: -with Staff
 December 2021
 -with Law Enforcement
 December 2021
 -with Fire Authority
 December 2021

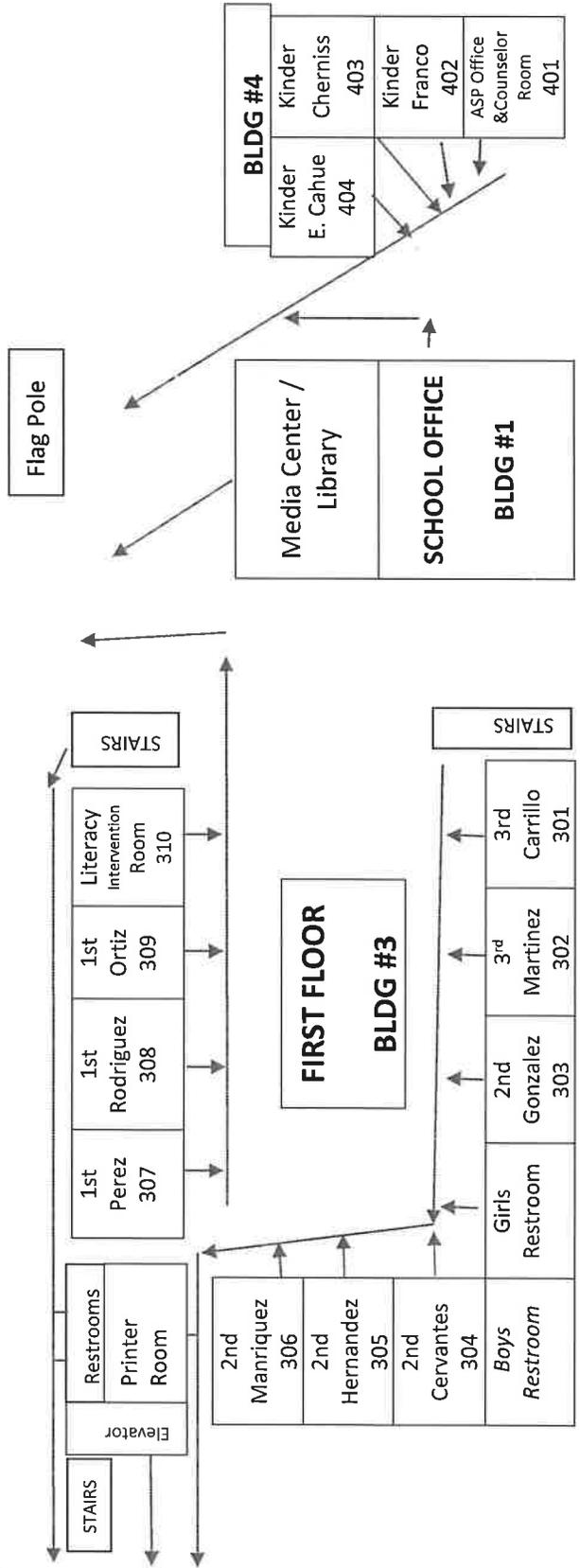
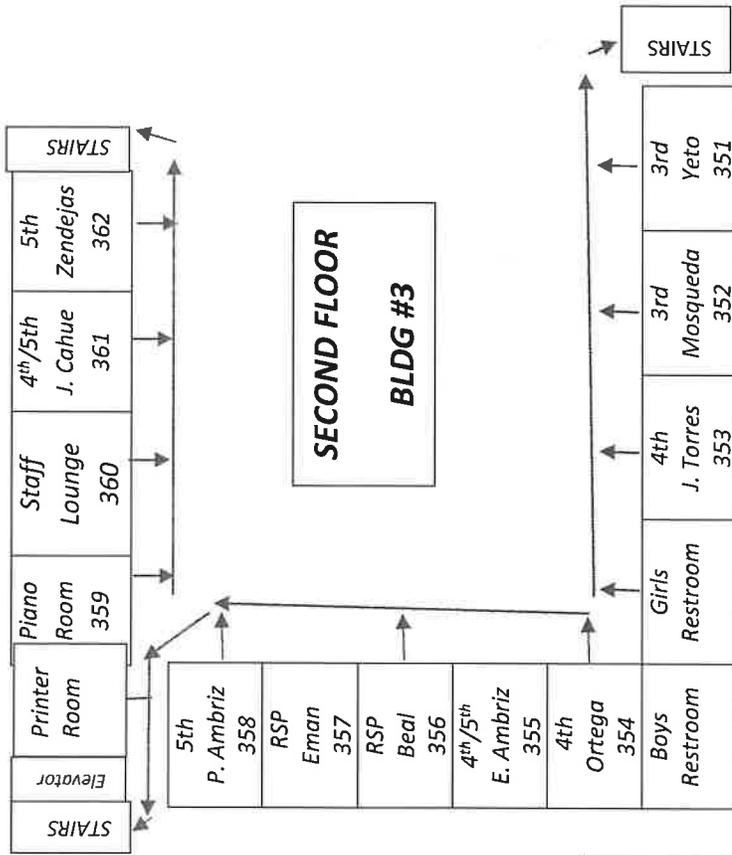
Reviewed by:

Name	Title	Signature	Date
Rosario V. Almanza	Principal		12.17.2021
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair		12-17-2021
Francisco Perez	Teacher		12-17-21
Julio Cahue	Teacher		12-17-21
Corina Saturnino	Literacy Intervention Teacher		1/13/22
Ruben Tirado	Lead Custodian, Classified Staff Member		12-17-21
Veronica Garcia	Counselor		12/17/2021

Name	Title	Signature	Date
Cinthia Rivera	After-School Program Site Coordinator		12-17-21

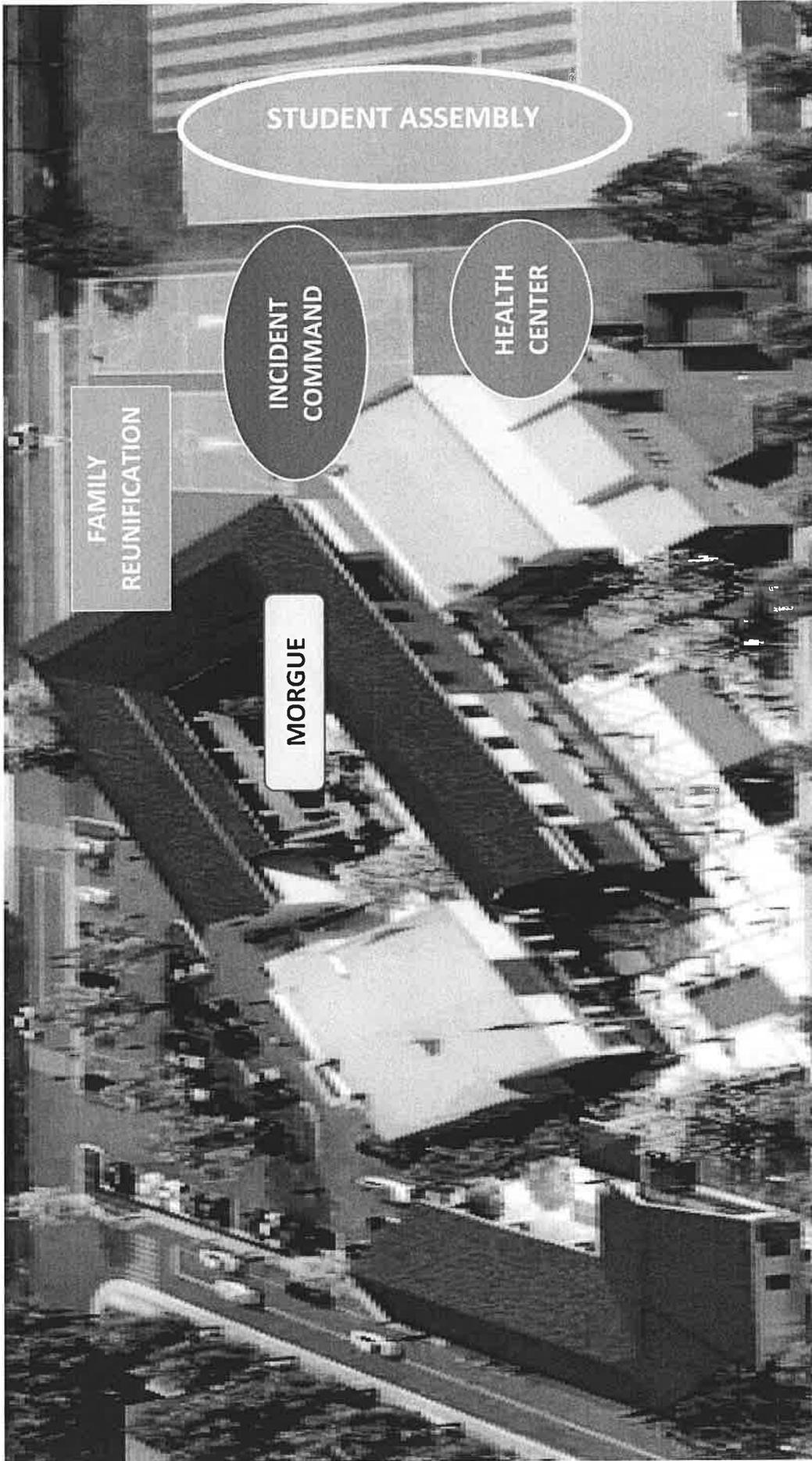
EVACUATION MAP
Revised 12-10-2021

Elm Street School
450 East Elm Street
Oxnard, CA 93033
7071-2077



EOP Map – Elm Street School

Revised 1-31-2020



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Robert J. Frank Academy of Marine Science and Engineering
CDS Code: 56725386111850
District: Oxnard School District
Address: 701 North Juanita Avenue
 Oxnard, CA 93030
Date of Adoption: January 12, 2022
Date of Review: -with Staff
 1/12//2022
 -with Law Enforcement
 1/12/2022
 -with Fire Authority
 1/12//2022

Reviewed by:

Name	Title	Signature	Date
Mr Tyler Higa	Principal		1/20/22
Christina Huizar	Assistant Principal		1/20/22
Dave De Los Santos	Assistant Principal		1/20/22
Angelica Pantoja	Counselor		1/20/22
Amber Pergeson	Counselor		1/20/22
Mark Urwick	Teacher		1/24/22
Alex Cortez	Lead Custodian		1/20/22
Rayleen Gonzalez	SSC President		1-20-22
Jesus Cahue	Parent Member		1/20/22
Scott Brewer	Emergency Service Manager City Oxnard		2/3/22

*Luis Mc Arzola,
Counselor*
Comprehensive School Safety Plan

Oxnard PD

Luis Mc Arzola
2/4/22

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Robert J. Frank Academy of Marine Science and Engineering
CDS Code: 56725386111850
District: Oxnard School District
Address: 701 North Juanita Avenue
 Oxnard, CA 93030
Date of Adoption: January 12, 2022
Date of Review: -with Staff
 1/12//2022
 -with Law Enforcement
 1/12/2022
 -with Fire Authority
 1/12//2022

Reviewed by:

Name	Title	Signature	Date
Mr Tyler Higa	Principal		
Christina Huizar	Assistant Principal		
Dave De Los Santos	Assistant Principal		
Angelica Pantoja	Counselor		
Amber Pergeson	Counselor		
Mark Urwick	Teacher		
Alex Cortez	Lead Custodian		
Rayleen Gonzalez	SSC President		
Jesus Cahue	Parent Member		
Scott Brewer	Emergency Service Manager City Oxnard		2/3/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Robert J. Frank Academy of Marine Science and Engineering's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At R. J. Frank Academy of Marine Science and Engineering, we embrace the Oxnard School District vision, “Educate, Inspire, and Empower,” and recognize that a safe school is paramount to our students’ educational success. Our students’ many talents and skills must be continually nurtured in a safe and supportive school environment.

We believe all stakeholders deserve to feel safe and secure while at R. J. Frank Academy of Marine Science and Engineering and we will work to create and maintain a positive learning environment that ensures the physical, emotional, and mental well-being of our entire academic community.

Covid 19 screening protocols are adhered to before any person enters the campus and while on campus all persons follow the CDC accepted safety protocols.

Components of the Comprehensive School Safety Plan (EC 32281)

Robert J. Frank Academy of Marine Science and Engineering Safety Committee

Tyler Higa, Principal
Dave De Los Santos, Assistant Principal
Christina Huizar, Assistant Principal
Mark Urwick, Teacher
Amber Pergeson, Counselor
Angelica Pantoja, Counselor
Alex Cortez, Lead Custodian
Parent: Patty Avalos
Scott Brewer, Emergency Service Manager City Oxnard

Assessment of School Safety

The School principal, assistant principal, and plant manager conducted a security / safety inspection of the campus, and made recommendations which were addressed by school personnel. The Oxnard Police Department has already made improvements best practices for school safety which are now the new standard in the Oxnard area. The Risk Management Department from the District conducts a Safety Inspection of each campus every year. A report is submitted and necessary changes are made by either school personnel or district personnel.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and

extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.

- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher **MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES.** The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. **THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.**

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff

render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Robert J Frank will abide by all Oxnard School Board policy and California Education Codes in relation to school suspensions, expulsions and mandatory expulsions.

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services

1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Robert J Frank will follow all adopted Oxnard School Board measures and EC 49079 as they relate to the Notification of teachers of students who are identified as dangerous.

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

“Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.”

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

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Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All students at R.J.Frank Academy of Marine Science and Engineering will be held to the R.J.Frank School dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

1. Clothes should be neat, clean, and in good taste. Clothing which draws undue attention to the student is inappropriate and disrupts learning.
2. Shoes must be worn at all times. Slippers, flip flops, high heels, or open toe shoes are prohibited.
3. Bare midriffs, half shirts, tube tops, cut-offs, low-cut blouses, muscle T-shirts, too short skirts/shorts and sweatpants are prohibited. Clothing may not reveal undergarments (bra straps, underpants, boxers, etc.).
4. Clothing items with references to, or images, alcohol, drugs, tobacco, guns, or weapons are prohibited. This includes shirts and sweatshirts with obscene or suggestive pictures and/or objectionable language.
5. Stars are prohibited on any students apparel or personal items.
6. Chains, rubber bands, and rubber bracelets are prohibited.
7. Piercings with sharp points or hollow centers are prohibited due to safety concerns and will need to be removed.
8. Gang-like attire is prohibited. This includes long shorts with high socks, baggy pants, professional sportswear (i.e. Cowboys, Raiders, Lions, etc.), and any other items that are used to signify a particular neighborhood or gang-affiliation. Additional information is available under the prohibited dress policy.
9. Hats, beanies, hoods, or other head coverings are prohibited except as defined under the hat policy. Any clothing or personal items deemed disruptive to the educational process will be prohibited.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

SCHOOL HOURS

The student day is from 7:45 am to 2:13 pm. Parents dropping students off at school should be aware that supervision is NOT available before 7:20 am. School office hours are 7:00 am to 3:30 pm.

- Once arriving at school, students are to immediately come onto the campus and move to the cafeteria, library or other supervised location if there is time to spare until the first bell at 7:40 am. From 7:20 am, students may also congregate in the quad areas. At 7:40 am all students are to proceed to their first period class. Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in after-school activities are to leave campus immediately upon dismissal by walking or via school bus. Students waiting for rides home via automobile need to wait in the designated pickup area located in front of the school. Loitering is prohibited. Students who fail to adhere to this rule will be subject to disciplinary action.

CLOSED CAMPUS – LEAVING EARLY

R. J. Frank Academy of Marine Science and Engineering is a closed campus. Students must stay on campus from the time of arrival in the morning until dismissal at 2:13 pm. Students may leave campus during school hours if a written request from a parent or guardian has been approved. The request must state time, date, and reason for leaving campus. The Assistant Principal Secretary will issue an OFF-GROUNDS-PASS once a request is approved. Off campus absences, which are not approved in advance, are UNEXCUSED and students will be subject to disciplinary action.

Under no circumstances should a student leave campus without permission.

Parent must check in at the office in order to pick up students who are leaving campus for appointments. Only parents and guardians listed on the Emergency card and in possession of a valid ID can sign out for a student leaving campus.

TARDY / LATE POLICY

- Be on time to all your classes.
- Be at your first class before 7:45 am.
- If a student is late to class without an approved reason it is a behavior infraction.
- If a student is late in the morning, he/she must report to the Student Services Center for a late slip, and then quickly go to class.
- An "excused late" will be assigned when parents have called the school with a valid excuse such as a doctor or dentist's appointment.
- Oversleeping, missing the bus, etc., are not valid reasons for an "excused late."
- When a student is habitually late to school (more than 3 times), the Student Services Center will assign an Office Detention or other consequence.

- Truant Tardy is when students arrive to school 30 minutes late. When a student is determined to have a truant tardy, he/she will be assigned an office detention, be placed on an attendance contract, and possibly receive a citation.

EXCUSED ABSENCES

These can only result from illness, medical/dental appointments, court appearances, or death in the immediate family. All other absences are considered unexcused. State law does not provide any financial assistance to schools when students are absent for any reason, including excused absences.

When a student is absent, parents are expected to call the school (385-1536) the same day of the absence.

RETURNING AFTER AN ABSENCE

1. Bring a dated note from parent(s) stating the reason for the absence, with your name, grade, date of absence, and parent signature.
2. Take the note to the Attendance Clerk prior to 7:40 am to avoid being late for class.
3. Receive a readmit slip to be signed by all of your teachers.
4. If a student leaves school early, a readmit slip must be picked up the following morning.

TRUANCIES (UNEXCUSED ABSENCES)

The following are considered trancies:

1. Being absent from school without the knowledge and consent of the parent/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.
4. Having excessive tardies.

If a student is habitually late or absent from school, various measures may be taken including regular assignment to Saturday School, an alternate school placement, and referral to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents. In all cases of truancy, students will be assigned an office consequence.

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

Component:

Positive School Climate (PBIS)

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Increase student achievement by reducing student office referrals and suspensions. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Maintain increased supervision before and after school	Strategically assign teachers and administrative staff to various areas and increase campus assistants	Funding should be maintained for current campus assistants	Administration	Duty Schedule
2) Cultivate additional community resources to help support our students who have issues with alcohol and drugs	Identify at-risk students, connect them to the designated agency and follow through with family to ensure that all of the steps are being completed	Partnership with Community Agencies	Administration and Counselors/ORC	CST/SSTs held on students identified as being in need of assistance
3) Cultivate additional community resources to help support our students who have become involved in gang activity	Connect with various partnerships in the community	Funding for extra-curricular activities	Administration and Counselors/ORC	Completion of counseling sessions or participation in designated activity
4) Discourage the use of electronic devices for non academic purposes while on campus through school policies	Consult with stakeholders and communicate policies to current and incoming students	Student Agendas/Planners will provide a means of communication	Administration	Monitoring frequency of Student Cell Phone confiscation due to violation of school use policy
5) Maintain/Expand the After School Program	Partner with ASES provider, Oxnard Scholars, to maintain/increase participation	Recruit regular faculty to facilitate after school program sports and enrichment clubs and provide academic interventions	OSD After School Program and City of Oxnard	ASES attendance records
6) Continue implementation of Restorative Justice Program	Coordinate campaign to train students, staff and parents	Professional Development Days, Class Meetings and Parent Workshops	Counselors and PBIS Committee	Decrease in the number of bullying incidents and create a more positive and accepting school culture.
7) Continue implementation of CHAMPS model	Maintain and update training of whole staff and visit other school sites where approach is already in place	Professional Development Resources and Collaboration time	Administration, Counselors, Faculty and Staff	Reduction in the number of Office Referrals, Suspensions and Expulsions
8) Support Care Center Class Intervention	Recruit highly qualified staff and provide the necessary support	District Funding for Certificated and Classified positions needed for the class	Administration	Successful transition back into the general population after the students have met their goals

Objectives	Action Steps	Resources	Lead Person	Evaluation
9) Maintain a safe campus	Administrators, campus supervisors, and teachers maintain school discipline through enforcing agreed upon school rules.	Funding should be maintained for current campus assistants. Duty Schedule is created and monitored.	Administration	Duty Schedule, number of referrals, and log of calls to Oxnard PD
Continued support of the Check and Connect program.	Recruit highly qualified staff and provide the needed support to maintain an effective program.	Funding is provided as part of a state grant.	Administration.	Monitoring and evaluation of attendance and academic data.

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Ensure that the campus is safe and secure for all staff and students

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Work with Facilities Department to ensure that the physical plant is meeting the needs of our site	Conduct an Annual Williams Inspection Facilities Review	Risk Management Staff, Facilities Staff and Ventura County Office of Education Staff	Site Administrators	Successful completion of Yearly Inspection as reflected in Student Accountability Report Card
2) Address minor work orders or repairs	Identify the problem, communicate need to custodial staff and ensure completion. If repairs are beyond the site staff capacity, ensure that Facilities Department is notified.	Custodial Staff and Facilities Staff	Assistant Principals	Repair completed or deferred to Facilities Department
3) Provide a secure perimeter	Ensure protocols are reviewed with staff regarding gate closures, badge identification and routine safety procedures. Utilize closed circuit surveillance cameras.	Agendas and Written Communications	Principal	Gate closures at all times and effective use of surveillance cameras
4) Monthly safety inspections	Identify potential safety hazards or needs and submit needed work orders.	Custodial staff and facilities Staff	Administrators	Monthly inspection checklist
5) Oxnard School District/OPD partnership	Continue relationship with OPD	Site Administrator and Oxnard Police Department	Administrator	Log of interactions between site and OPD as necessary.

Component:

Disaster Preparedness

Element:

School safety.

Opportunity for Improvement:

Ensure all staff and students are prepared in case of emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students know what to do in case of emergency such as fire, earthquake, or lockdown	Monthly drills	Emergency equipment	Administrators and teachers	Keep a log of monthly drills
Ensure adequate emergency equipment available.	Check emergency equipment annually	Emergency equipment	Custodian/Administrator	Checklist of supplies on site/needed supplies.
Teachers and staff are knowledgeable about their roles in case of emergency.	Discuss safety plan at staff meetings. Have staff trained in emergency procedures.	Staff Meetings	Administrators	Staff Meeting agendas/ PD logs

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Robert J. Frank Academy of Marine Science and Engineering Student Conduct Code****PURPOSE**

The school Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GOALS

We want our students to develop a sense of values and to become:

Caring, Honest, Responsible, Well-mannered, Courteous, Respectful, Knowledgeable of right and wrong, Fair, Positive in outlook, Compassionate and Self-disciplined

GOALS FOR SUCCESS:

At Robert J. Frank we believe our students are setting habits that will last a lifetime. We are helping them to follow guidelines that lead to their academic and social success. We call these guidelines Goals For Success.

L- Leaders

O- On Time

B- Brilliant

O- Organized

S- Successful

BELIEFS

We believe our rules and procedures will:

- Provide a framework for behavior and conduct expected on campus and provide guidelines that lead to our student's academic and social success.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-disciplined and responsible youth.

- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the best possible instructional climate.
- Promote knowledge and teach behavior which will help each student become responsible and successful adults.

Expectations of Students

- Be regularly in school attendance and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep).
- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns and Consequences:

Student conduct which prevents students from learning or teachers from teaching will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Using electronic devices during times when use is not allowed or to cause a disturbance
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct. Students earn positive rewards such as Reward Activities and monthly student awards based on positive behavior.

SCHOOL RULES AND PROCEDURES: IMPLEMENTATION RESPONSIBILITIES

Expectations:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing behavior that shows respect for other people and property.
- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

EVALUATION AND FEEDBACK METHODS

Students receive feedback from all adults on campus regarding their behavior. Administrators, teachers, campus assistants, and staff all assume the responsibility of helping students maintain positive behavior

Summary

The staff, School Site Council, and the principal will review the school rules and discipline program. These groups will consider the impact of the school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

Robert J Frank follows the Oxnard School Board policy as it pertains to hate-crime reporting.

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

At R.J. Frank Academy of Marine Science and Engineering, the Leadership Team, ELAC, School Site Council, School Safety, and PBIS Committee will convene throughout the school year to update the School Safety Plan. The purpose of the School Safety Committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in December, approved by the SSC, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Del Sol Park
Address	1800 Camino Del Sol, Oxnard, CA 93030
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

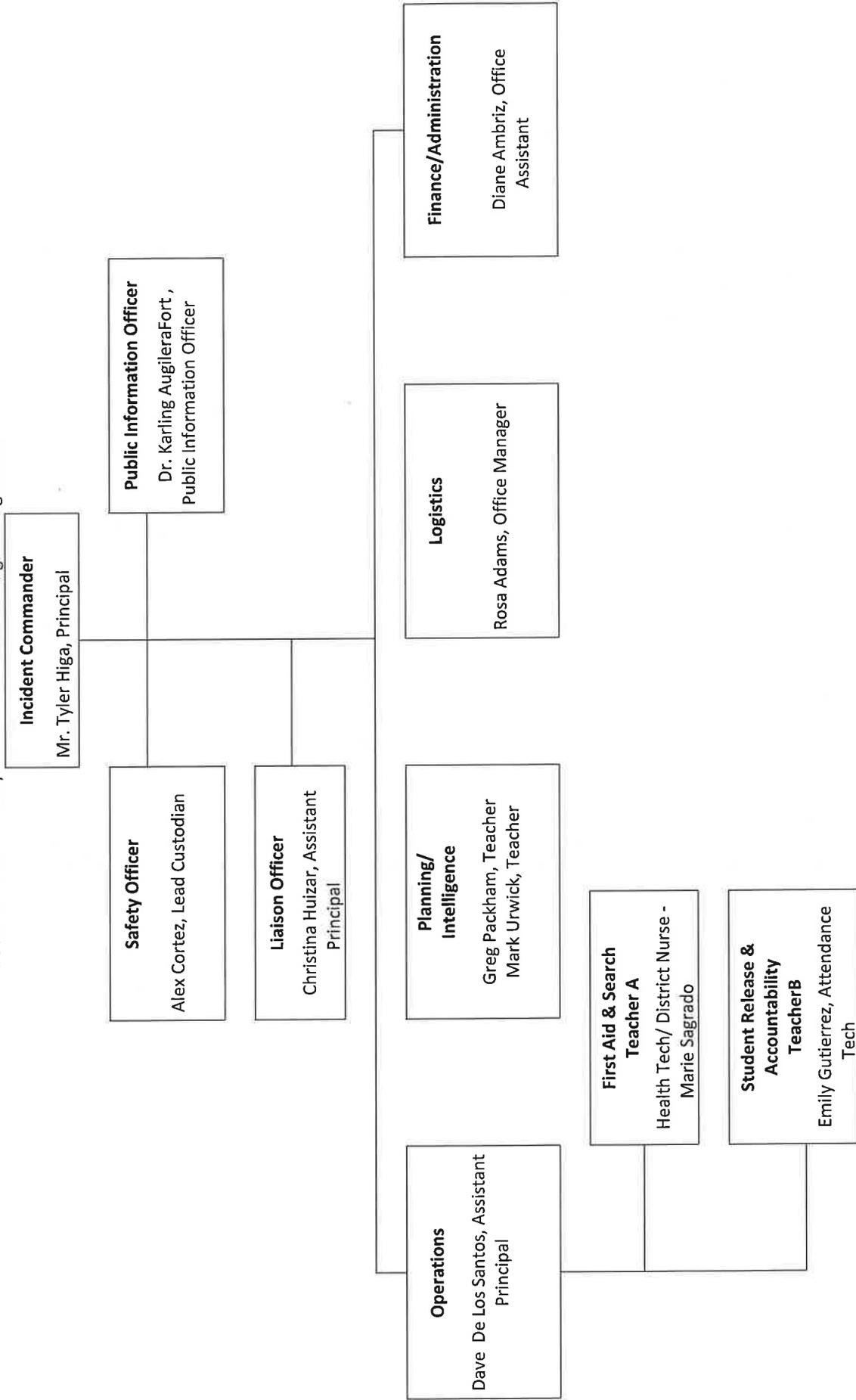
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	West Village Park
Address	Cesar Chavez Dr, Oxnard, California 93030
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	N/A
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Incident Command System (ICS)

Robert J. Frank Academy of Marine Science and Engineering School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

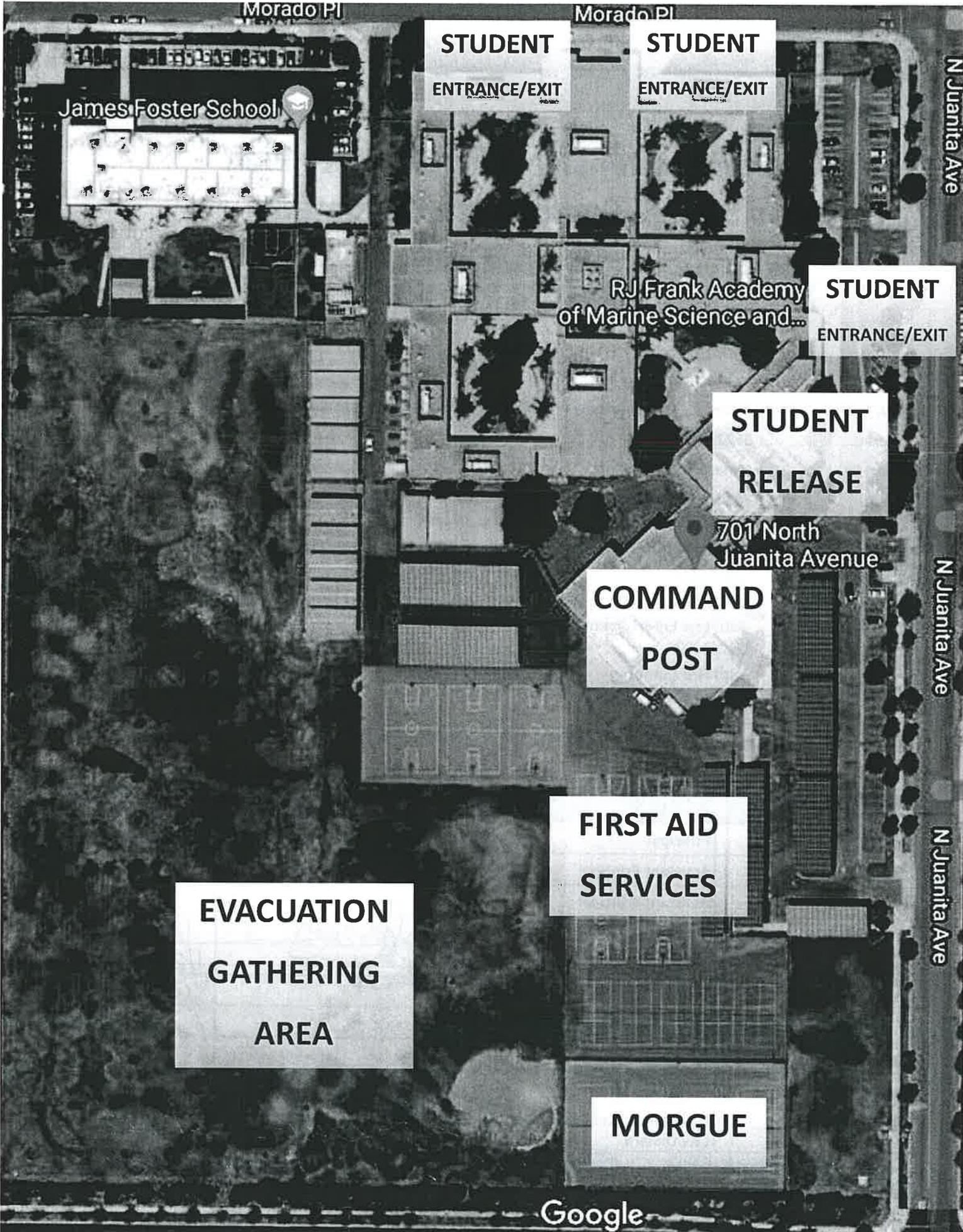
Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Rox, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask



**STUDENT
ENTRANCE/EXIT**

**STUDENT
ENTRANCE/EXIT**

**STUDENT
ENTRANCE/EXIT**

**STUDENT
RELEASE**

**COMMAND
POST**

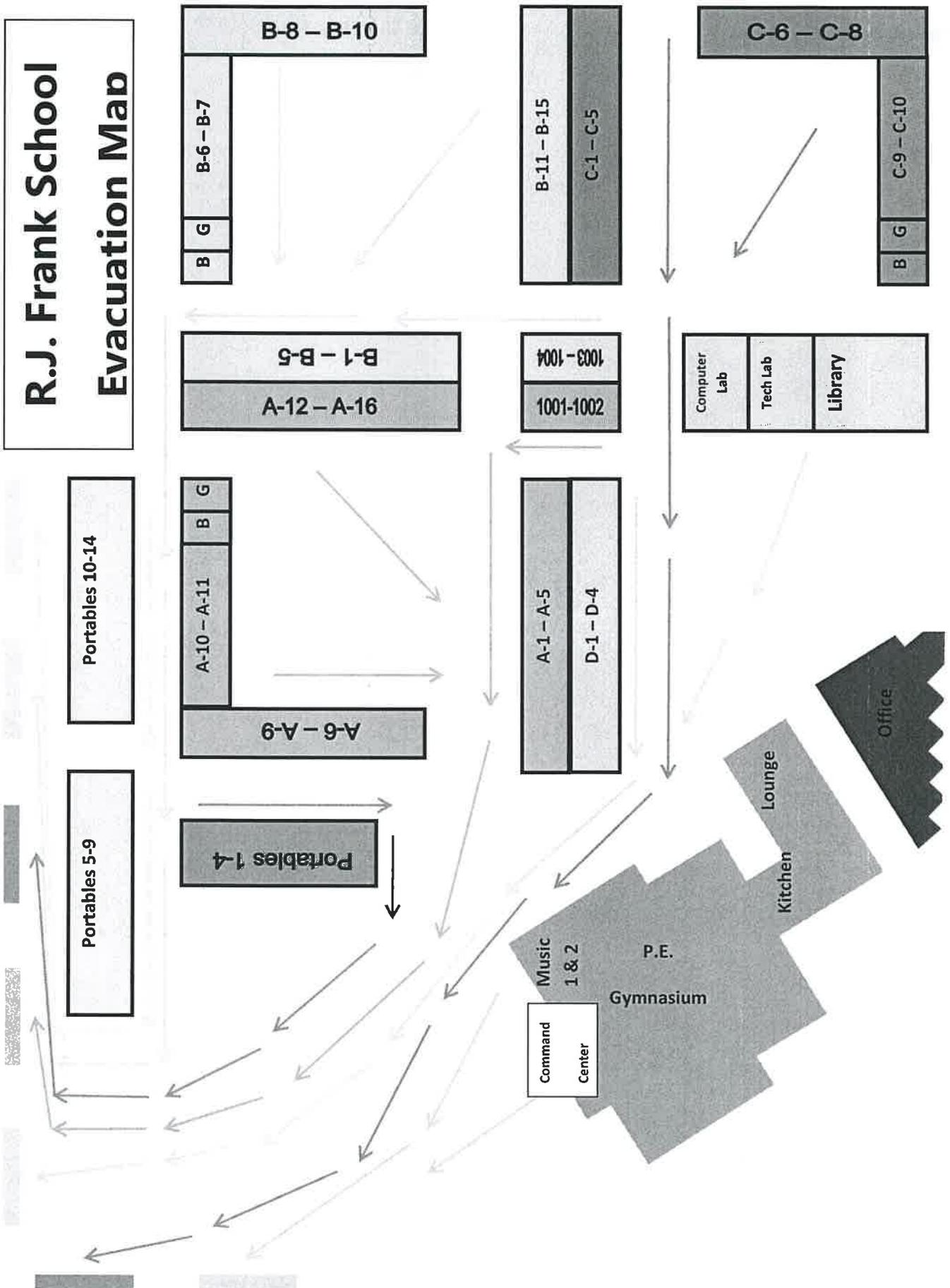
**FIRST AID
SERVICES**

**EVACUATION
GATHERING
AREA**

MORGUE

Google

R.J. Frank School Evacuation Map

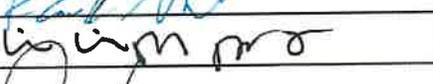
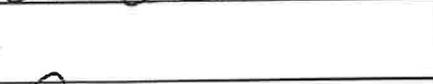
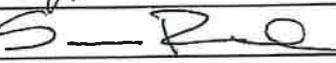


Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Fremont Academy of Environmental Science and Innovative Design
CDS Code: 56725386055313
District: Oxnard School District
Address: 1130 North M Street
 Oxnard, CA 93030
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 January 18, 2022
 -with Law Enforcement
 January 18, 2022
 -with Fire Authority
 January 18, 2022

Reviewed by:

Name	Title	Signature	Date
Chantal Anderson Witherspoon	Principal		1/20/2022
Javier Tapia	Coordinator of Safety Plan (A.P.)		2/2/2022
Cherry Schultz	Teacher		2/3/2022
Paul White	Teacher		2/1/22
Lisa Postas	SSC parent representative		2/2/2022
Dave Crowell	Teacher		1/21/22
Angelica Garibay	Classified staff member		1/20/22
Scott Brewer	Emergency Manager for Oxnard		
John Miller	Teacher		1/20/22
Sam Reveles	Teacher		1-20-22

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Dave Crowell	Teacher		
Angelica Garibay	Classified staff member		
Scott Brewer	Emergency Manager for Oxnard/FIRE DEPT		2/3/22
John Miller	Teacher		
Sam Reveles	Teacher		2/3/22

Lawrence McArthur, Police Dept.

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Fremont Academy of Environmental Science and Innovative Design's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Fremont Academy, we support our district's motto, "Equity, Integrity, Accountability, and Service," and seek to find avenues within our students' learning journeys that lead them to become life-long learners, who have talents, skills, knowledge, and compassion to enrich our world. We commit to working together in partnership to provide a school climate and environment that is safe and secure for our students to thrive and succeed.

We believe all stakeholders deserve a physically, emotionally, mentally safe, secure, and positive learning environment through a caring and supportive staff, engaging curriculum, procedures, and training in order to accomplish the goals of high academic achievement and civic responsibilities.

Components of the Comprehensive School Safety Plan (EC 32281)

Fremont Academy of Environmental Science and Innovative Design Safety Committee

Chantal Witherspoon(Principal), Javier Tapia (Assistant Principal & Safety Committee Coordinator), Paul White (Teacher), Cherry Schultz (Teacher), Sam Reveles (Teacher), Dave Crowell (Teacher), John Miller (teacher), Angelica Garibay (classified member), Scott Brewer (Emergency Manager for Oxnard), and Lisa Postas (Parent & SSC Representative).

Assessment of School Safety

Emergency drills are conducted on a monthly basis. The Oxnard PD participates in our Priority 1 lockdown drills and provides feedback to staff and administration. Risk management conducts an annual safety inspection. Custodians and the assistant principal conduct monthly inspections and follow-up with appropriate work orders as needed. Administration and teachers monitor the morning drop-off and afternoon dismissal to ensure safety rules are followed. In addition, the office referral process, attendance rates, suspensions/expulsion data, Panorama survey results, Local Law Enforcement Juvenile Crime Data, and property damage data are discussed with staff members at staff meetings. The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies as well. Assessments have also been conducted to review safety procedures in relation to COVID-19. These include following safety protocols established by Risk Management for District and all school sites. An assessment was conducted on proper check-in and screening for all staff and visitors.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.

- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.

- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District’s Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student’s presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

In accordance with Oxnard School District Policy 8145 AP, the purpose of dress standards shall be to ensure a safe and secure environment in which to offer a quality education.

Fremont Academy's dress policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. Clothing should not disrupt the natural flow of the classroom or school activities. Clothes should be neat, clean, and of good taste. Apparel which draws undue attention to the wearer is inappropriate and disrupts learning.

The Provisions of a School-Wide Dress Code Related to Gang Apparel:

DRESS CODE

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

Students who violate dress code will be directed to change. Repeated dress code violations will lead to disciplinary action.

Fremont Academy Dress DOES NOT ALLOW THE FOLLOWING:

1. Backless footwear, flip-flops, slippers or sandals.
2. Baggy pants/shorts/sweatpants that are larger than the student's actual waist size measurement or that fall below the waist band of their undergarments.
3. Pajamas or pajama bottoms.
4. Shorts and pants that have holes, rips and tears above mid-thigh, unless leggings are worn under them.
5. Shirts with holes, rips or tears or sheer tops without another shirt underneath.
6. Halter tops, tube tops, crop tops, spaghetti straps or any top that reveals undergarments. Shirts and tops must cover the stomach and chest area. Shirt shoulder straps must be at least 2" wide.
7. Blankets as a form of covering.
8. Chains that hang down to the waist.
9. Clothing or jewelry deemed provocative, disruptive, or hazardous to the health or safety of the wearer.
10. Clothing that is considered offensive.
11. Clothing with slogans or pictures that depict or suggest alcohol, drugs, sex, racism, weapons, violence or obscenities.
12. Excessively long pants that fall below the heel of the shoe.
13. Exposed undergarments.
14. Gang-related apparel of any kind.
15. Gloves, unless weather permits.
16. Hats are to be worn outside only, with the exception of those worn in religious observance. Hoods may not be worn in the classroom environment.
17. Professional team attire of the following (Cowboys, White Sox, Raiders, and Mariners) per recommendation of Oxnard PD. This includes hats, jerseys, t-shirts and any other clothing items.

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

*Upon arrival to school, students are to immediately come onto the campus through the designated entrances, and proceed to designated supervised areas. Under no circumstances are students to leave the campus to pick up friends, go to locations other than the school campus, or to loiter outside campus gates which includes the park.

*Students who do not participate in after-school activities are to leave campus immediately. Students waiting for rides home need to wait in the designated pickup area located in front of the school office. Walkers are encouraged to walk home with friends or other students when possible and to not loiter outside of the campus which includes the park. Fremont staff briefly monitors before and after school at the park to ensure the safety of our students on their way to school and at dismissal. Students who fail to adhere to these rules may be subject to disciplinary consequences.

*Parents are not allowed to enter the staff parking lot to drop off or pick up students.

Fremont Academy is a closed campus. Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting for the bus/parent. Students may leave campus during school hours if a written request from a parent or guardian has been approved. The request must state time, date and the reason for leaving campus. A Fremont Front Office staff member will issue an OFF-CAMPUS PASS once a request is approved by the principal or principal designee. Off-campus absences which are not approved in advance are UNEXCUSED, and students will be subject to disciplinary consequences. Under no circumstances should a student leave campus without written permission from the principal or principal designee.

*Parents and guardians must check in at the office in order to pick up students who are leaving campus. Only parents and guardians and those persons listed on the emergency card with a valid ID can sign for a student leaving campus. Siblings under 18 years of age or may not sign a student out.

The Fremont Safety Committee meets once per trimester to monitor and review the safety plan and its recommendations will be followed by staff and students during emergencies. The School Safety Plan is updated annually. The ongoing implementation of the CHAMPS program will provide positive behavior support and continuous implementation of the WEB program will ensure a safe and supportive school climate. Risk Management from the District Office conducts a safety inspection of the campus on a yearly basis. A report is submitted and necessary changes are made.

The lead custodian and the principal conduct monthly safety inspections. Any safety issues reported by staff to administration are handled by the lead custodian and assistant principal. The lead custodian will submit work orders to the Facilities Department as needed.

The Principal/Assistant Principal greets students at the front of the school every morning. The lead custodian opens gates for buses at 8:00 a.m. on a daily basis. Fremont administrators open the front gate and monitor students exiting the front of the school at the end of the school day, and campus supervisors open gates for school buses. All campus supervisors and teachers are stationed at their assigned duty station. Visitors are required to sign in at the front office, provide proper identification, and wear a visitor's badge while on campus grounds during normal school visiting procedures. Due to recent COVID protocols, outside visitor protocol has been adjusted as necessary to fit within current recommended guidelines. Monthly drills are conducted for earthquakes, lockdowns, evacuation and fire drills on a rotating basis.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Implement CHAMPS , WEB Programs, and PBIS Guidelines for Success (GFS)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue to train staff in CHAMPS program via summer institute and through VCOE trainings.	Coordinate with Pupil Services Director regarding training schedule Advertise training to staff	CHAMPS books CHAMPS Trainer from Safe and Civil Schools Funding to support training	Pupil Services Director & Assistant Principal	Goal: 100% of teaching staff trained by June 2022.
Train campus assistants in CHAMPS principles.	Counselors to provide training to staff	Training to Counselors	Counselors	Goal: Initial training in Fall, follow-up training in Spring.
Develop CHAMPS guidelines in common areas.	Develop guidelines via CHAMPS Committee and staff feedback Order posters and arrange for posting in visible areas	Posters reflecting CHAMPS practices Funding to support school posters/banners	CHAMPS Committee	Goal: CHAMPS guidelines are posted, visible and referred to in common areas.
Utilize CHAMPS practices in classrooms across campus.	Get staff trained Conduct walk-throughs of classrooms utilizing CHAMPS practices Discuss CHAMPS implementation during staff meetings Provide coaching for CHAMPS classroom implementation	Posters reflecting CHAMPS practices	All Teachers	Goal: 100% of classrooms will be using CHAMPS practices by June 2022.
Increase WEB coordinator training.	4th WEB coordinator to attend Advanced WEB training.	General and/or LCFF funding	Site WEB Coordinator	Goal: 100% of WEB coordinators have attended Advanced training by June 2022.
Continue implementation of WEB program.	Select 8th grade students to participate Train 8th grade students prior to school starting Provide collaboration time for WEB coordinators Schedule regular WEB activities	Additional WEB t-shirts Funding to support collaboration time	Student WEB Leaders WEB Coordinators	Goal: 8th grade WEB leaders represent 10% of 8th grade students. Goal: WEB activities take place at least once per month. Goal: WEB leaders provide academic support to 6th grade students.
Continue to implement the Fremont PBIS Guidelines for Success (WINGS) schoolwide	Display Guidelines for Success (WINGS) in all prominent locations campus wide including in all classrooms, front office, cafeteria, and display cases.	WINGS posters	PBIS Team lead and members	Goal: 100% of all students will be able to recite the Fremont Guidelines for Success (WINGS) by June 2022.

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Emergency bags & supplies, as well as establishing procedures for Reunification.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safety Committee meets regularly to review safety issues.	Select Safety Committee members. Schedule meetings on a regular basis.	N/A	Assistant Principal & Safety Committee members	Goal: Safety Committee meet once per trimester.
Conduct monthly disaster drills (including lockdown, earthquake and fire) and review and adjust procedures as needed.	Schedule and conduct disaster drills Provide feedback to staff following disaster drills Review drills at Safety Committee meetings. Review lockdown procedures with staff.	Support from Oxnard PD and Risk Management	Assistant Principal & Safety Committee members	Goal: Conduct emergency drills yearly, including fire, earthquake and lockdown.
Purchase 10 walkie-talkies with matching ear piece.	Obtain requisition from Office Manager Garibay.	Procure from school or District funds.	Assistant Principal-Javier Tapia	Goal: All campus supervisors and staff members using walkie-talkies will participate in daily communication monitoring.
The Safety Committee will create Reunification Procedures for safety disasters.	Fremont staff will participate in the next Reunification Drill.	Risk Management will provide Fremont with Reunification materials such as signs for parent check in and parent waiting area.	Assistant Principal-Javier Tapia	Goal: Establish Reunification procedures by Fall 2022.
Provide feedback to staff on disaster drills to improve performance.	AP to email feedback to staff following each drill.	N/A	Assistant Principal-Javier Tapia	Goal: Improve disaster drill performance throughout the year.
Review procedures for safe ingress and egress of pupils.	Contact City of Oxnard traffic engineer to review M street and Glenwood street traffic and install flashing crosswalk.	Support from the City of Oxnard.	Assistant Principal - Javier Tapia	Goal: Arrange meeting with City of Oxnard traffic engineering by Fall 2022
Provide better security for administrative office.	Submit work order to build two partitions at the front and back office and install security cameras.	Facilities will install partitions and security cameras at the front office.	Principal Chantal Witherspoon.	Goal: ensure the safety of administrative staff.
Provide NCPI training to campus assistants.	Invite all Fremont campus assistants to register and participate in the District wide NCPI training by Fall 2022.	District will provide NCPI training.	Assistant Principal - Javier Tapia	Goal: Request campus assistants to provide NCPI certificate.

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Regular safety inspections

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify and remedy uneven pavement and concrete.	Contact the Facilities Department to arrange for uneven areas to be painted or sanded down.	N/A	Assistant Principal & Grounds staff	Goal: All identified areas are sanded down or painted. This is an on going process.
Conduct annual inspection with Fire Department.	Conduct inspection with OFD Make suggested corrections Submit necessary work orders	Funding to address OFD recommendations	Assistant Principal & OFD	Goal: School is deemed fully compliant.
Conduct Risk Management safety inspection and make all necessary corrections.	Conduct inspection with Risk Management Make suggested corrections Submit necessary work orders.	Funding to address RM recommendations	Assistant Principal, Risk Management staff & Facilities staff	Goal: School is deemed fully compliant.
Doors on campus that are difficult to lock will be evaluated and repaired.	Submit work orders to the Facilities department for any classroom or cafeteria doors that are difficult to lock. Facilities to complete work orders.	School funds	Javier Tapia (Assistant Principal) & Facilities staff.	Goal: 100% of classroom and cafeteria doors repaired as needed.
Due to the large square footage of the Fremont campus, the recommendation to purchase a golf cart will be made to aide in student and staff emergencies, as well as a quicker response time to on-campus emergencies that may occur on the field or at far distances from the Fremont Front office and health staff.	Submit a written request to Principal Witherspoon to purchase golf cart.	School funds.	Javier Tapia (Assistant Principal)	Goal: Golf cart will be purchased by Fall 2022.
Fremont Academy needs more law enforcement presence.	Contact Oxnard Police Department to patrol the front of the school at the beginning and end of the school day.	Oxnard Police Department	Principal Chantal Anderson Witherspoon	Goal: Contact Oxnard PD to implement request as soon as reasonably possible.

Fremont Academy of Environmental Science and Innovative Design Student Conduct Code

FALCONS



SPREAD YOUR

W ORK HARD* I MPROVE* N O DRAMA* G ET GOOD GRADES* S HARE KINDNESS

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.

- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
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- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

Procedures to ensure a safe school environment include:

Review plan with staff in Fall.

Review and update plan through regularly scheduled Safety Committee meetings.

Review plan with School Site Council and ELAC in December-January.

Complete annual Safe School Plan in December-January.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

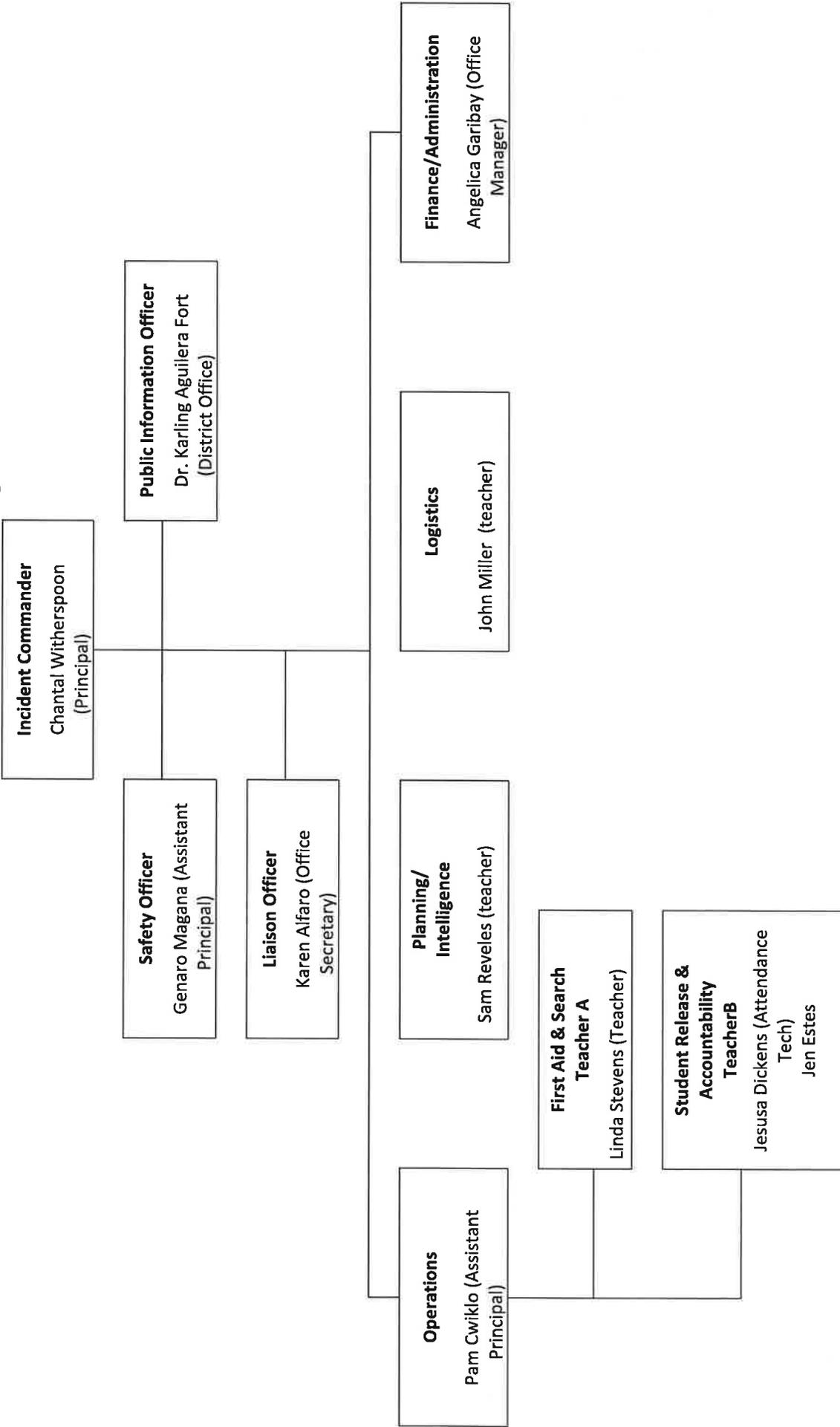
Organization	Eastwood Park
Address	1101 North "F" Street
Contact	N/A
Phone Number	N/A
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Curren School
Address	1101 North "F" Street
Contact	Mary Garcia
Phone Number	Ext. 3418

Phone Number	
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Incident Command System (ICS)
 Fremont Academy of Environmental Science and Innovative Design School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask



Portables 906-908
use Exit #3

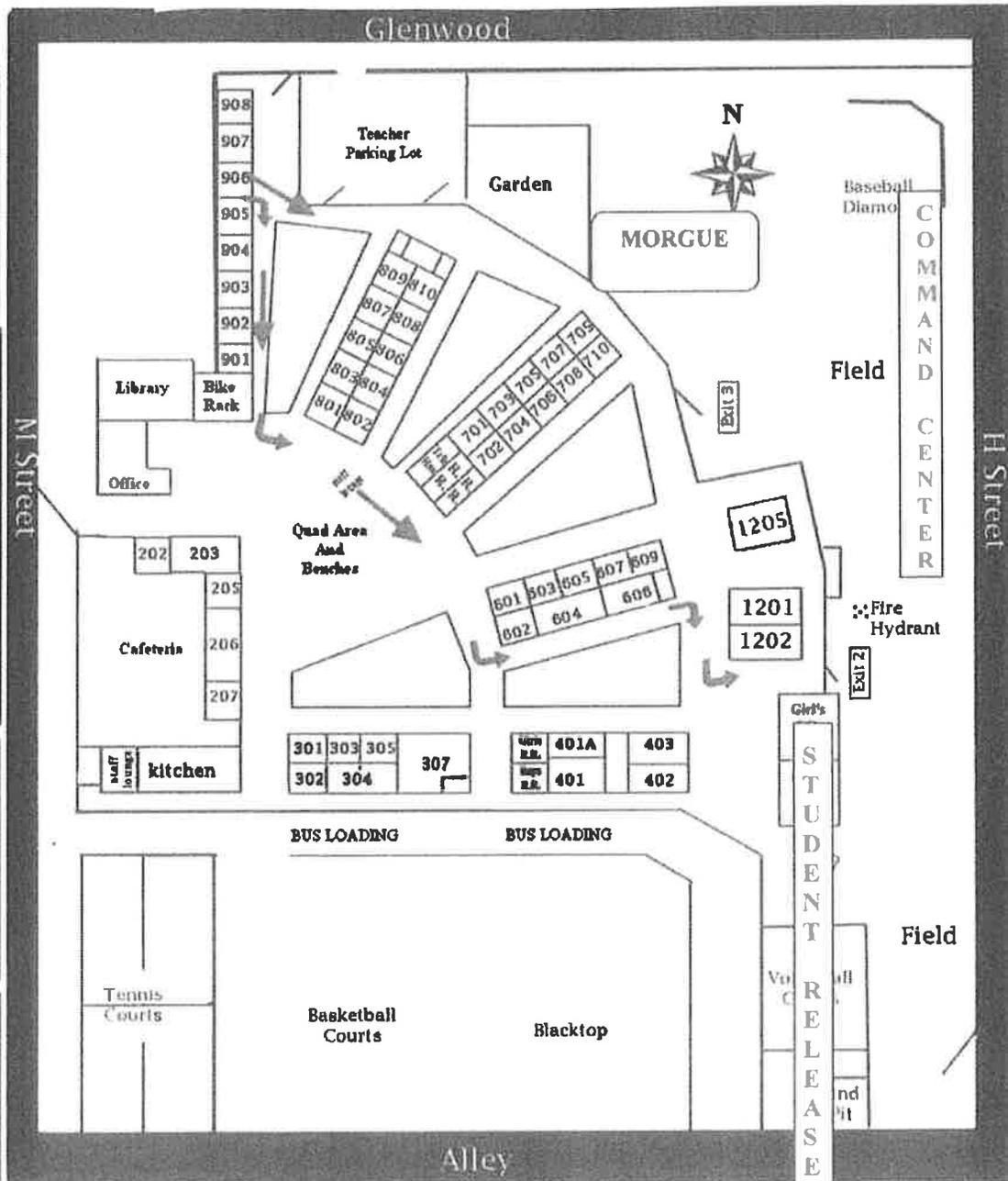
Portables 900-905
walk to flagpole and
turn left past 600 Bldg.
to use Exit #2

Building 700 and 800 use Exit #3

Building 600 and 1200 use Exit #2

Rooms 301, 303,
305, 401A and 403
use Exit #2

Rooms 302, 304, 307
401 & 402 exit along
busalley to Exit #1



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Norma Harrington Elementary School
CDS Code: 56725386055297
District: Oxnard School District
Address: 451 E. Olive St.
 Oxnard, CA 93033
Date of Adoption: 2/17/22
Date of Review: -with Staff
 12/7/21
 -with Law Enforcement
 2/17/22
 -with Fire Authority
 2/17/22

Reviewed by:

Name	Title	Signature	Date
Rosaura Castellanos	Principal		12.7.21
Cristina Sanchez	Office Manager		12.7.21
Scott Brewer	Emergency Services Manager / FIRE DEPT.		2/3/22
Amanda Dempsey	PBIS Team Member/Parent		12.7.21
Fernando Hernandez	School Site Council President		12.1.21
	Police Department		2/2/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Norma Harrington Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Harrington School is a Professional Learning Community committed to the teaching of the California Content Standards to ensure the achievement of all students. We commit to providing a safe learning environment that is open to diversity and respectful of the differences in culture and socioeconomics that our students bring to our school; these differences enrich the environment of Harrington Elementary. As a staff, we commit to work together in partnership to bring about the ultimate physical and emotional well-being of all of our students. At Norma Harrington we strive to create a safe and positive environment that supports learning by practicing Restorative Discipline both in the classroom and during unstructured time.

Components of the Comprehensive School Safety Plan (EC 32281)

Norma Harrington Elementary School Safety Committee

Rosaura Castellanos, Principal

Cristina Sanchez, Office Manager

Amanda Dempsey, Teacher

Dusti Mechling, Teacher

Chelsea Rubino, Teacher

Hugo Alcala, ORC

Irene Zavala, Counselor

Scott Brewer, Oxnard Fire Department

Assessment of School Safety

- The school administration shares suspension reports, and school behavior data with Positive Behavior Intervention and Supports team, School Site Council, English Learner Advisory Committee, and Parent Teacher Association in order to receive feedback and maintain transparency with our school community.
- The OPD will conduct an annual safety assessment of school including the traffic in the morning and after school and report findings to the school administration.
- The Lead Custodian, and the principal will make monthly safety inspections. Any safety issues reported, or observed will be communicated to administration will be handled by the lead custodian through completed appropriate paperwork to correct problems as needed.
- Risk Management from District Office conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.
- Safety committee will meet on a regular basis to review components of the plan.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail

the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational

environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All students will be held to the Harrington School Dress Policy. Students who violate the dress policy will be requested to fix inappropriate clothing, or call home to have proper clothing items brought to school. Parents may be called at home or work to bring appropriate clothing to school. The following will be strictly adhered to:

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process. Jewelry that is considered dangerous should not be worn.

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

1. Clothes should be neat, clean, and reflect good taste and decency.
2. Apparel, which draws undue attention to the wearer, is inappropriate.
3. Shoes must be worn at all times. Sandals (unless for medical reasons), thongs, high-heels or platform shoes are not permitted for safety reasons.
4. Bare midriffs, beach wear, halter tops, see-through outfits, and tube tops are not permitted. Spaghetti strap tops or dresses are also not permitted.
5. For the sake of modesty dresses, skirts and shorts should be at least 14 inches long from the waist to the hem. Cut-offs, short shorts and skin tight work-out or bicycle-athletic shorts are not permitted.
6. Pants with holes, bib straps hanging, cut or ragged cuffs or pants with belt straps hanging are not appropriate school attire.
7. Shirts with beer, alcohol, drugs or tobacco slogans are not to be worn. This includes shirts with obscene pictures, drug emblems or objectionable language.
8. Oversized clothing or shorts below the knee worn with long white socks are inappropriate. Clothing considered gang attire may not be worn.
9. Hats may not be worn except for special activity days or sports activities.
10. Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.

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

Student drop off and pick up has been identified as a concern the school's physical environment. The front parking lot is for staff parking and should not be used as a drive through to drop off students. Additionally parents should not drive in the exit at the end of the school day to pick up their child. Students should walk on the sidewalk and within the crosswalk area. This information is also shared in assemblies and with the parents at parent meetings. Safety issues are also shared through Connect Ed. as well as the monthly via any parent meetings. Our school site PBIS team meets officially once a month and as needed to address any concerns. School and district administration continue to meet with the Oxnard Police Department traffic division and implemented various changes to the ingress and egress procedures. We added a gate on Millie Lane in order to provide a safer place for students to load an unload from the bus. The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Specific procedures include:

Morning Procedures:

- No students are allowed on campus before 7:30 AM
- All students report to the multipurpose room if they are on campus before 7:45 AM
- Students enter either through the gate on (Millie Lane) or back gate (Gisler).
- Breakfast is served from 7:30AM-8:00 AM
- Students can go out to the playground at 7:45 AM
- School begins at 8:00, there is a two minute warning bell at 7:58
- Harrington campus supervisors and teachers assist students at arrival and departure for safety

Arrival and Dismissal Procedures:

- Use caution during arrival and departure times, especially on Gisler St. Be patient and safe. Do not play in, on or around stairs, and stairwells.
- Cross streets at designated cross walks
- School personnel cross students and families at the Gisler intersection
- Parents dropping off students must use the safe drop off area located through the Gisler entrance.
- Dismissal time is 2:21pm, (Wednesdays 1:21pm) park outside of the school when waiting for children or in the drop off area (Gisler Entrance).
- Teachers supervise classes as they are dismissed for a safe and orderly dismissal.
- At dismissal, parents may enter through the back gate(Gisler) or front gate(Olive). On Wednesdays, parents may enter only through the back gate and the gate on Gisler/Olive.
- Parking lots are for Harrington Staff Only
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Closed Campus

- Harrington is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.

Bus Riders Access:

- Students whom ride the bus to and from school enter and exit via the Millie gate. Campus assistants, Special Education Teacher, and para educators monitor and supervise students as they get on and off their buses.

Kindergarten Dismissal:

- Kinder students are dismissed from the front gates located on Olive. On rainy days or any day with inclement weather, students are dismissed from their classrooms.
- On Early Release Days (Wed) parents of 1st through 5th grade students must enter through the back gate or the Gisler gate in order to avoid high traffic during kinder dismissal.

Early Childhood Development Center:

- Parents sign students in and out upon arrival and dismissal

Leaving Early

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8am.

- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancy Policy

The following are considered truant:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

School wide positive behavior support

Opportunity for Improvement:

Structure during unstructured times(i.e. Recess, rainy day schedule)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff will continue regularly scheduled, SSC, ELAC, PTA and other parent meeting to encourage parent involvement	Schedule regular meetings	N/A	Principal	Agenda & Minutes
PBIS team will work on school-wide Positive Behavior Accountability Program	Develop positive postcards, align student recognition to Guidelines for Success	Program materials exist at school	Principal, Computer Tech	PBIS Meeting
Students will be encouraged to participate in community events.(speech, art, athletics etc.)	Will distribute information to teachers and students	N/A	Principal and Leadership Team as well as corresponding school committee members	Representatives
CHAMPS protocols will continue to be developed for student safety.	CHAMPS trained staff members will develop school-wide protocols and instruct students on behavior expectations	District sponsored training through VCOE	CHAMPS Trained Staff Members	Development of CHAMPS protocols
Attendance Incentive Program	System developed and implemented	Program materials exist at school	Attendance Tech and ORC	Monthly Attendance Data

Component:

School's Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Site based Response (see examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Will assure that the campus is secure on a daily basis. Open campus has key points that need constant supervision.	Campus assistants will be assigned to gates during arrival and dismissal. Counsel/Train staff to use proactive supervision and visibility as a deterrent.	Alignment of budget to add more supervision and training.	Principal, Office Manager	Observation/Incident Reports
Will have the custodian walk the campus every morning to notice and report hazardous conditions.	Submit work orders to clerk as needed	D.O Support	Custodian	Observation/Work Orders
Will continue to ensure that visitors on campus sign-in in the front office and receive a decal signifying they have checked in.	Have sign and decals available in front office.		Office Manager	Sign in sheets
Follow District Volunteer Procedures	Ensure parent volunteers follow clearance procedure	District office	Principal, office personnel	Sign in sheets
Pedestrian and motor traffic concerns	Contact Oxnard Police Department Traffic Safety	City of Oxnard, Oxnard School District	Principal, Risk Management, Director of Facilities, Director of Transportation, City of Oxnard Traffic Engineer, Oxnard Police Department Traffic Sergeant	On-going
Review dismissal gate procedures	Created an improved and safer flow of traffic at dismissal and drop off	School based	Principal, PBIS team, Campus Assistants	On-going
Increase curbside drop off area	Contact Oxnard Police Department Traffic Safety	City of Oxnard, Oxnard School District	Principal, Risk Management, Director of Facilities, Director of Transportation, City of Oxnard Traffic Engineer, Oxnard Police Department Traffic Sergeant	On-going
Additional Crossing Guard	Contact Oxnard Police Department Traffic Safety	City of Oxnard, Oxnard School District	Principal, Risk Management, Director of Facilities, Director of Transportation, City of Oxnard Traffic Engineer, Oxnard Police Department Traffic Sergeant	On-going

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:
Site based responses (see examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Will have monthly drills to build staff and students resiliency.(fire, earthquake, lock down)	Schedule drills. Train teachers in-charge on fire drills, lock down and incident command protocols.	Site, OPD, D.O	Principal, Office Manager Designee	Calendar, bulletin/debrief, Teacher feedback
Ensure plan is reviewed and adjusted as needed	Provide opportunities to have plan reviewed by stake holders	School Site	Principal, SSC	Minutes from meetings, feedback from teachers and parent groups such as ELAC, PTA, OPD
Include new partnership at the Early Childhood Development Center(ECDC)	Adjusted plan to include key personnel at the ECDC	Safety Plan	Noemi Valdes	Yearly

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Norma Harrington Elementary School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The Guidelines for Success for Harrington School are as follows and serve as our student behavior expectations:

- Great Attitude
- Respectful
- Ownership
- Work Hard
- Leadership

GOALS

We want our students to develop a sense of values and to become responsible productive members of society.

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- I will eat breakfast, arrive at school on time, be prepared to work, complete all assignments to the best of my ability, be respectful of others and their opportunity to learn.
- I will be responsible for my own behavior; that means following the classroom, school, and playground rules.
- I will follow the schools uniform/dress code policy.
- I will take care of all school materials, property and facilities.
- I will participate in extra learning opportunities as requested.

Expectations for Parents

- I will support the school and district homework, discipline, attendance, and uniform/dress code policies.
- I will spend at least 30 minutes daily in reading or study activities with my child & encourage him/her to complete their homework by providing a quiet place/time for study.
- I will make sure my child arrives to school on time, gets adequate sleep and has a healthy diet.
- I will attend at least one school evening function and parent conferences as requested.
- I will ensure that my child participates in academic interventions and support programs if my child is below grade level in reading, writing and/or math.

Expectation for Teachers

- I will teach a standards based instructional program and assign appropriate homework.
- I will provide instruction and assistance to address the individual needs of your child.
- I will communicate with you regularly regarding your child's progress and coordinate needed intervention.
- I will participate in providing a safe, positive and healthy learning environment for your child.
- I will participate in professional development to increase my teaching expertise.

Expectations for Administrators

- I will assure that all students will have equal access to a standards based curriculum.
- I will utilize all available resources to provide a safe, clean and healthy school environment.
- I will foster a climate of open and frequent communication between the home and school.
- I will promote the appreciation and value of language and cultural diversity.
- I will monitor program implementation and student results of the standards based curriculum.

Student Conduct, Concerns and Consequences:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;

- During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Using electronic devices during times when use is not allowed or to cause a disturbance
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES

Expectations:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing behavior that shows respect for other people and property.
- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.

- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
- s) Aided or abetted the infliction or attempted infliction of physical injury.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in February, approved by the SSC, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Elm Street School
Address	450 E Elm St
Contact	Rosario Almanza
Phone Number	805-385-1533
Date of Agreement	

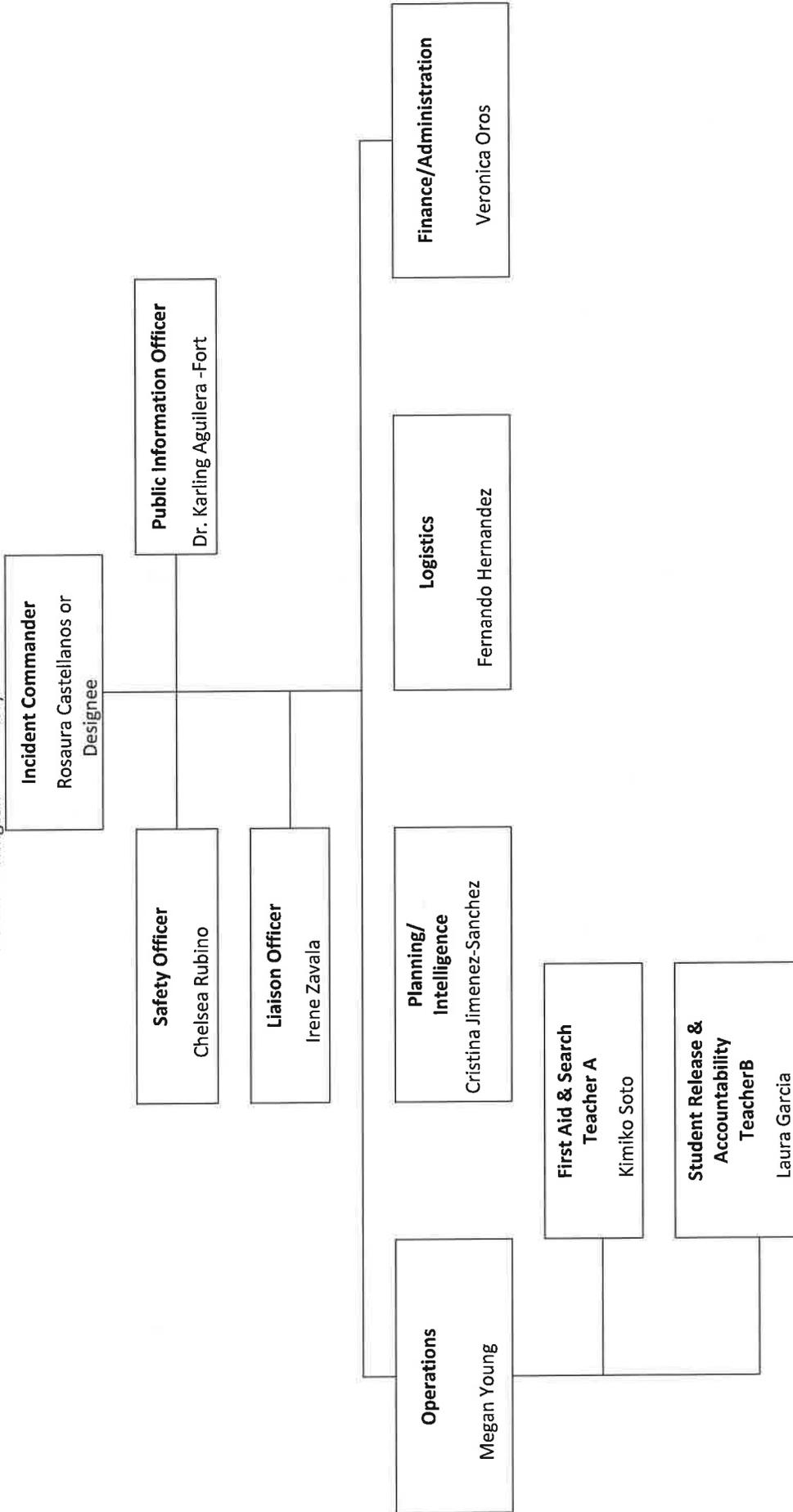
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	W. Lathrop Memorial Park
Address	Gisler & Hemlock Street
Contact	City of Oxnard Parks and Rec
Phone Number	805-385-7995

Phone Number	
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Incident Command System (ICS)

Norma Harrington Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

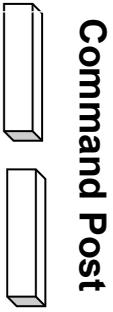
Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Millie Lane



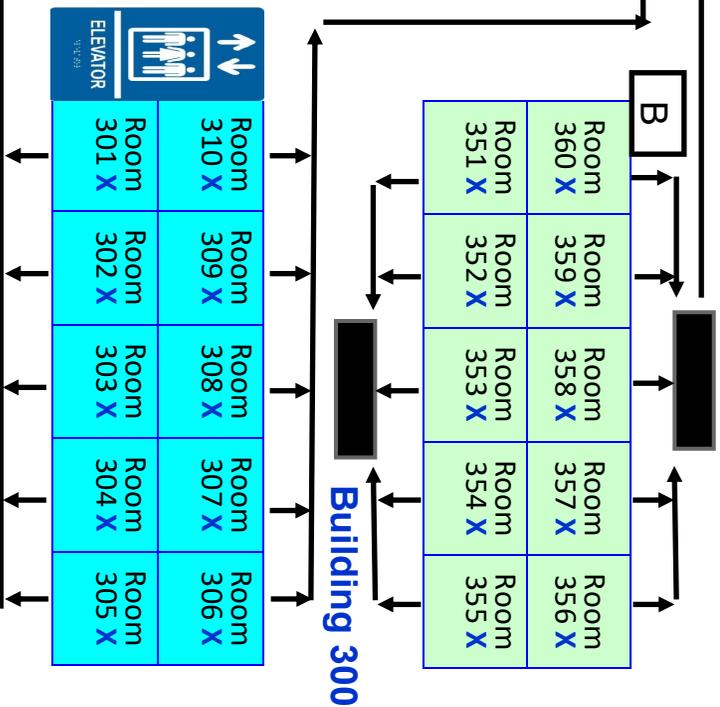
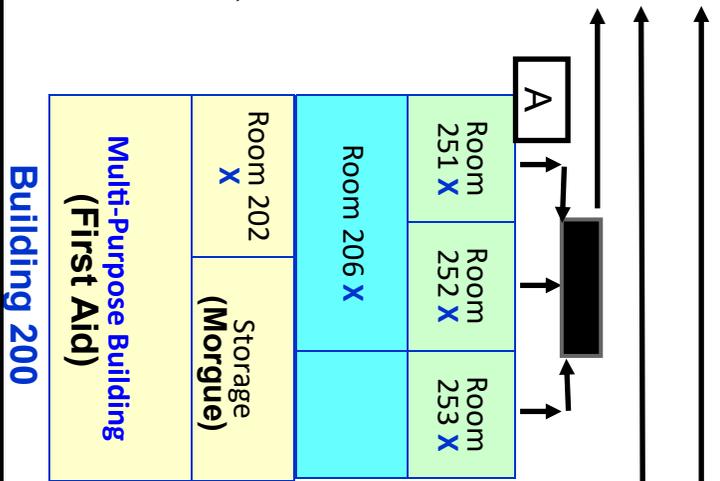
Assembly Areas



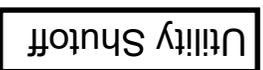
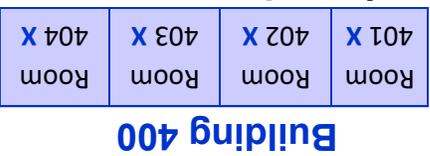
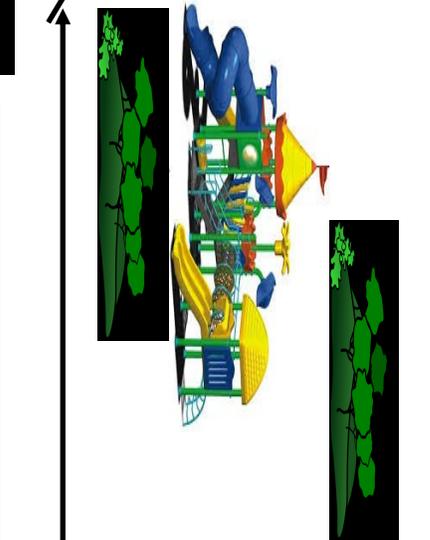
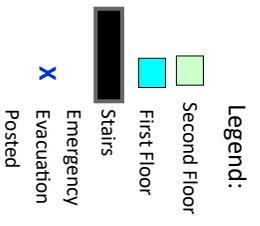
Harrington Elementary School
 451 East Olive Street
 Oxnard CA 93033
 Tel. No. 805-3851542



Alley



Emergency Supply



Olive Gate Entrance



East Olive Street



Gisler Avenue

770

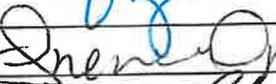
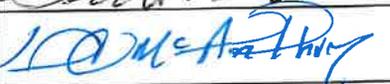
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Kamala School
CDS Code: 56725386055339
District: Oxnard School District
Address: 634 West Kamala Street
 Oxnard, CA 93033
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 December 14, 2021
 -with Law Enforcement

 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Matthew Rubin	Principal		1/27/22
Gabriela Torres	Assistant Principal		1/27/22
Bianca Ordaz	ORC/Afterschool Program Coordinator		1.27.22
Gicela Calderon	Teacher		1/27/22
Elizabeth Moreno	Attendance Technician		1.27.22
Wendy Martinez	School Counselor		01/27/2022
Irene Ortega	Chair, School Site Council		01/28/22
Sean Phrang	Lead Custodian		
SCOTT BREWER	Fire Department Representative		2/3/22
Luis de Arzoburo Oxnard	Police Department Representative		2/4/22

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Wendy Martinez	School Counselor		
Irene Ortega	Chair, School Site Council		
Sean Phrang	Lead Custodian		
	Fire Department Representative		
	Police Department Representative		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Kamala School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*

- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Vision...Ensure every student achieves his or her full potential.

Visión.... Asegúrese de que cada alumno alcance su máximo potencial.

We realize that in order to provide students with a successful learning environment, we must implement a safe school plan. Students cannot be expected to achieve their full potential unless they feel physically and emotionally safe at school. To this end, the school safety plan plays a key role in helping us reach our school's vision.

Components of the Comprehensive School Safety Plan (EC 32281)

Kamala School Safety Committee

Matthew Rubin, Principal
Gabriela Torres, Assistant Principal
Gicela Calderon, Teacher
Wendy Marinez, School Counselor
Bianca Ordaz, ORC/Afterschool Program Coordinator
Liz Moreno, Attendance Technician
Sean Pfrang, Lead Custodian
Patricia Vargas, Parent/ School Site Council Member

Assessment of School Safety

The principal meets annually with Kamala staff to review school safety. The safety committee met and discussed procedures to follow by staff and students during emergencies.

Risk Management from Oxnard District Office conducted a safety inspection of the campus. Risk Management conducts a safety inspection of campus each year. A report is submitted and necessary changes are made.

Any safety issues are reported by staff to the administration and the issues are handled by the lead custodian or through work orders to the district office. The school principal meets monthly with the custodial services manager to discuss custodial concerns, including safety issues. Any necessary findings are reported to the Oxnard District Office through the work order process or by contacting district personnel directly, as appropriate.

Data from office referrals, attendance rates, suspensions and the Panorama Education Survey are reviewed with staff and parents during meetings.

The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

School administration provides support to staff members reporting child abuse as needed. While staff members, as mandated reporters, are not required to disclose their identity to district administrators, all staff members are encouraged to work as a team with administrators, counselors, and other support staff when reporting issues of child abuse.

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.

- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages

resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Administrators are familiar with, and comply with, all aspects of the education code pertaining to suspension, expulsion, and mandatory expulsion.

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The principal will notify teachers as needed. Additionally, teachers are notified annually of their right to review student cum file records.

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

Kamala Dress Code Policy:

Primary responsibility for student grooming lies with the student and his or her parents; while working closely with school administration. The purpose of the dress standards shall be to ensure a safe and secure environment in which to offer a quality education.

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to appropriately conceal undergarments at all times.

- Articles of clothing which display gang symbols, profanity or products, or slogans, which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. Professional sport team jackets, T-shirts, and hats are also not permitted at school.
- Metal accessories and jewelry that present a hazard to the health and safety of students are prohibited.
- Tank tops with spaghetti straps may not be worn without a T-shirt underneath.
- Oversized clothing is inappropriate and must not create a safety hazard during physical activity. Clothing may be no more than one size larger than the appropriate size. Pants must stay up on hips without the use of a belt and should not cover shoes.
- Beach wear, halter-tops, tube tops, bare midriffs, see through outfits, or off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.
- Shorts are permissible and must be at least mid-thigh in length. All shorts and jeans should be appropriate for school.
- Shorts that stop between mid-calf and knees worn with long white socks are considered gang attire and may not be worn. There must be at least four inches between the top of the socks and bottom of the shorts. Thigh high is not acceptable attire for school.
- Straps must be fastened at all times. Bib overalls must be worn with both straps fastened.
- Tights will be allowed if over garment reaches 4 inches above the knee.
- All students must wear shoes. Strap on tennis shoes need to be strapped across the foot for safety. Flip-flops or sandals are inappropriate for safety reasons. Closed toe shoes only.
- Hats and hoods may be worn only outside. Gang related symbols of any kind on the hats and professional sports team names/logos are not acceptable. Official school hats, inclement weather hats or hats that are part of an accessorized outfit are acceptable.
- A belt with military type buckles oversized buckles or chains may not be worn. Belts must be appropriately fitted.
- Exceptions to the dress code can only be made for medical necessity, health reasons, or religious beliefs.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Please note, all information in this section may change due to COVID-19 restrictions.

School Hours

- The regular student day is from 8:00 am - 1:17 pm for kindergarten, 8:00 am to 2:10 pm. for students from grades 1-5 and 8:00 am to 2:28 pm for students from grades 6-8. Exceptions include students attending after school intervention classes, after school detention, the after school program, or early release days.
- Upon arriving at school, students are to immediately come onto campus through the main office gate, gate 305, or gate 601.
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding in a vehicle or school bus.
- There are crossing guards at Kamala and J street to ensure the safety of students walking to and from school.
- Parents dropping off students at school should be aware that there is no supervision available before 7:30 am. School office hours are 7:30 am to 4:00 pm.
- Students exit through main office gate (grades 1-3), 305 gate (kinder, grade 1, and grades 6-8), and 601 gate (kinder and grades 4-5) during dismissal times.

Closed Campus

- Kamala is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitor the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus, prior to dismissal if parents, guardians, or persons designated by parents/guardians (and who are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, be noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:00 am.

- If the student arrives after 8:00 am, the student must check in at the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip and be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Site-based response (see examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Regular safety drills for Kamala staff scheduled	Calendar of safety drills. Provide debriefing to staff following the drill.	Staff calendar and powerpoint	Principal and assistant principal	Submit District Safety Forms
Safety meetings to review procedures	Committee updated at least yearly	Principal Safety Plan	Principal	Safe School Plan Update
Continue to review facilities annual inspection to ensure safe egress and ingress	Hold inspection	Notes from inspections	Norma Magana, Risk Management Principal	Report from inspection.
OPD collaborates fluidly with Kamala administration and staff	OPD is available for support	Kamala administration	Principal	meetings with Principal and AP
Campus Supervisor meetings to review safety procedures, concerns, and best practices	Regular meetings	Meeting agendas Campus Supervisor playground reports	Principal Assistant Principal	Notes from meetings
Office Staff meetings to review protocols for student release	Regular meetings	Agendas for meetings	Principal Assistant Principal	Notes from meetings
Ensure students are safe on campus during school.	School campus is locked. Adults entering campus must be listed on student emergency card and must show I.D. to pick up students from school.	Review office procedures with staff and substitutes.	Principal Assistant Principal Office Staff	Office Sign in sheet Office staff meetings
Monitor facilities to ensure environment is safe.	Lead Custodian to conduct monthly safety inspections of site and put in appropriate paperwork to fix problems as they occur.	Notes from inspections	Lead Custodian and Principal	Notes from meetings and work orders

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Site-based response (see examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Kamala has all emergency materials needed for disasters.	Inventory and procure needed materials for disasters including storage containers and emergency backpacks.	A storage bin on each site Emergency supplies including first aide, search and rescue, food and water and medical supplies for special needs	Principal, assistant principal, office manager, and Lead custodian	Inventory of materials
Students will have access to medications at all times as possible.	Ensure health office has all medications and in a locked cabinet	Medical cabinet	Health office technician	Inventory of materials
Updated class rosters in each classroom emergency backpacks	Attendance technician will print monthly class rosters or update rosters as students enroll and give to teacher. Teacher will place in backpack	Class lists	Principal Attendance technician Teachers	List is in backpack
Improve safety preparedness procedures	Use feedback data from disaster drills to reflect upon and improve emergency response procedures with Safety Committee.	Class rosters collected from disaster drills. Notes from safety meetings.	Principal, Assistant Principal	Feedback from disaster drills.

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Site-based response (see examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Anti-Bullying awareness for all students and staff.	School counselor to give anti-bullying presentations to classes as needed or requested.	School Counselor Anti-Bullying Program Materials	School Counselor Assistant Principal	Ongoing. (Behavior reports) Feedback from teachers, parents and students.
Social Emotional Learning will be embedded in all our work	School counselor will present on SEL topics in classes SEL will be a regular discussion point at staff meetings Teachers will integrate SEL in their lessons	School Counselor Lessons from Panorama Education	Principal Assistant Principal School Counselor Classroom Teachers	Panorama Survey results
Positive Behavior Support	Meet regularly with committee members to address behavior concerns or needs, and support CHAMPS implementation.	Committee members (teachers) Assistant Principals Principal	Assistant Principal Committee members	Ongoing. Behavior reports.
CHAMPS positive discipline curriculum: Review implementation at Leadership meetings, with grade-level teacher representatives.	Review grade-level and school-wide implementation at Leadership, grade-level, and staff meetings.	Notes from Leadership, grade-level, and staff meetings. Behavior reports.	Principal Assistant Principal Grade-Level teacher representatives School Counselor	Ongoing. Behavior reports. Feedback from staff. Notes from leadership, grade-level, and staff meetings.
Positive School Climate	Implement CHAMPS behavior program. Assure all teachers are trained in CHAMPS. Cover CHAMPS at meetings with campus supervisors and other staff.	Notes from campus supervisor meetings. CHAMPS materials/handbook.	Principal Assistant Principal	Notes from meetings Behavior reports

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Kamala School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GOALS

We want our students to develop a sense of values and to become:

Caring

Honest
Responsible
Well mannered and courteous
Respectful
Knowledgeable of right and wrong
Fair
Positive in outlook
Compassionate
Self-disciplined

BELIEFS

We believe our rules and procedures will:

Provide a starting point for behavior and conduct expected.

Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.

Promote overall school safety and security for each student.

Demonstrate our agreement and commitment to developing self-discipline and responsible youth.

Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.

Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

Provide a framework that helps students begin a course for career and college readiness.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

Attend school daily and be on time and prepared for each class.

Complete and submit assigned work.

Be responsible for actions.

Know and obey school rules and regulations.

Be courteous and respectful to school personnel, fellow students and the public in general.

Behave in such a way that it does not disrupt the learning of others.

Respect public and private property.

Put forth best effort at all times.

Expectations for Parents

Assure that your child is in school and on time each day.

Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)

Teach the pupil respect for the law and the rights of others.

Visit your school periodically and participate in conferences as called.

Know the district, school and classroom rules and regulations and be supportive of your school.

Help your child to learn self-discipline.

Utilize opportunities for tutoring and extra help for your child.

Utilize resources and support offered to promote student achievement.

Expectation for Teachers

Provide learning experiences appropriate for each student.

Consistently enforce classroom rules and district rules and policies.

Communicate on a regular basis with parents concerning their child's progress.

Be available to parents for conference.

Continually improve professional competencies in matters of student control and discipline.

Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

Inform students and parents about school district discipline standards.
Consistently monitor classroom, school and district rules and policies.
Counsel with students and parents regarding disciplinary matters.
Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

Respect self, others, and the school
Own your words and actions
React responsibly
Be on time and prepared for class

Consequences:

Referral to office
Follow Office Discipline referral process
Recess, lunch, or after school detention
Time in office
Parent meeting
Teacher-parent meeting
Suspension
Expulsion
Community Service

Positive Reinforcements:

Awards assemblies
Celebrations
Student artwork in classrooms and hallways
Tiger cards
AR awards
Daily School-wide announcements, including announcements of student awards

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

While on school grounds;
While going to or coming from school;
During the lunch hour whether on or off campus;
During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

Deliberate littering of school premises;
Chewing gum while at school;
Use of cell phones on campus;
Not adhering to the school dress code;
Making bomb threats or false fire alarms;
Making threats of physical or psychological harm to students or staff.
Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
Habitual tardiness/truancy;
Forging parents' signatures or school documents (CAC 306).

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a regular basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

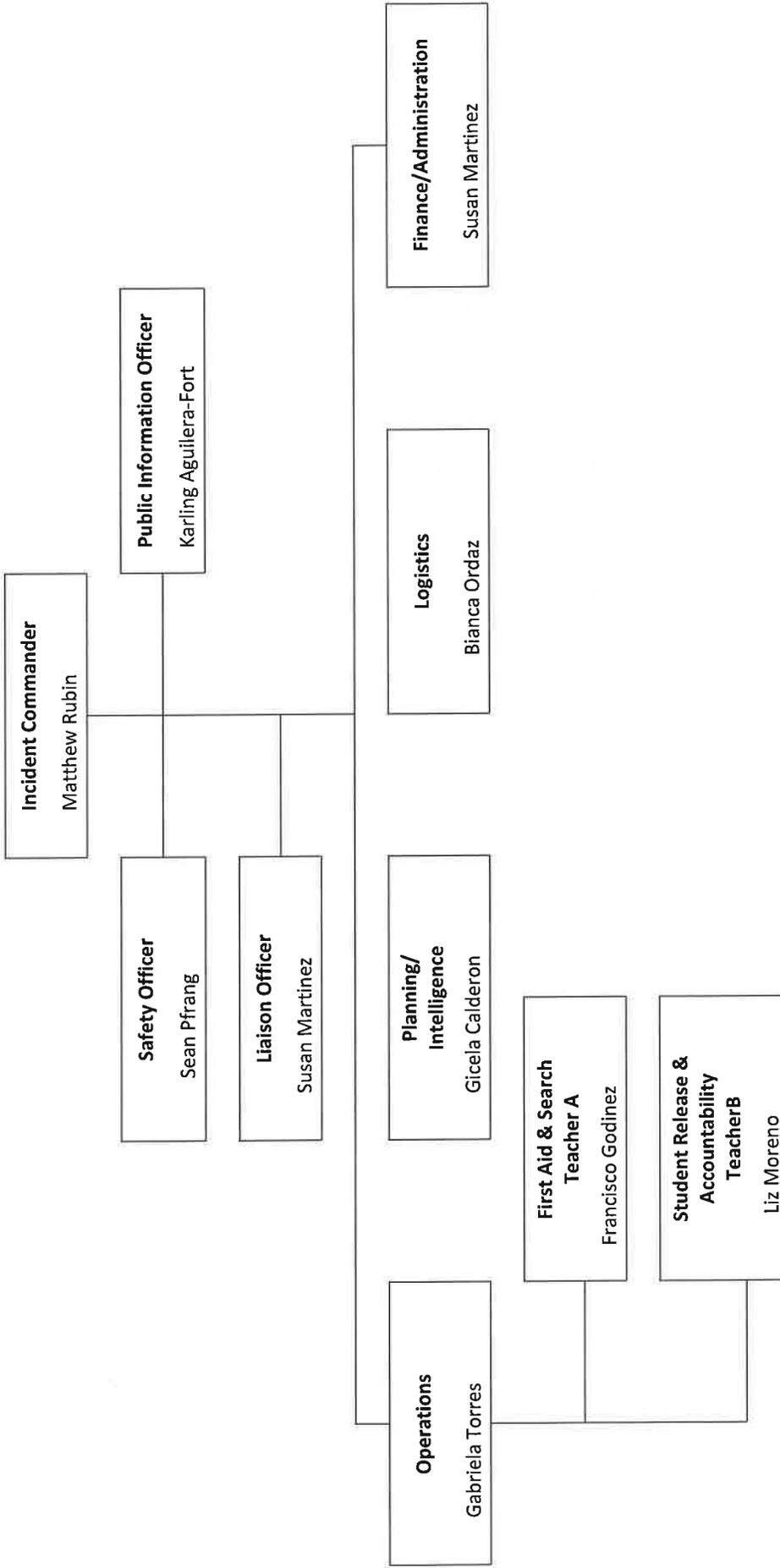
Organization	Rudolph Beck Memorial Park
Address	600 W Kamala St, Oxnard, CA 93033
Contact	City of Oxnard
Phone Number	805-385-7995
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	McKinna School
Address	1600 South N St, Oxnard, CA 93033
Contact	Oxnard School District
Phone Number	805-385-1545

Phone Number	
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Incident Command System (ICS)
Kamala School School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from and infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Evacuation Routes (except 2nd floor of building 7)

Front Gate

Front Office/ (Principal/ Office Manager/ Attendance)	Health Office	Back Office (Asst. Prin/ Int. Sect.) Behavior
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Cafeteria 201	Kitchen 203
Lounge 209	Workroom 210

Girls PE 1001	Boys PE 1002	Art Johnson 903
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300 GATE

GRR 306	1st Reyes 305	1st Ponce 304	1st Calderon 303	1st Wickenden 302	Care Room
ST 308					
BRR 307					

6th Madrigal 405	2nd Aguilera 404	2nd Paolini 403	2nd Davila 402	2nd Gaspar 401	GRR 3406	ST 408	BRR 407
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3rd Galvan 505	3rd Mead 504	3rd Aguirre 503	3rd DLI Serrano 502	3rd DLI Manzo 501
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GRR 807	BRR 806	SAI ELA Lara 805	Library 804
	SR 808		

600 GATE

K-DLI C. Cortez 602	K-DLI Ayala 601
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Kindergarten Playground

First Floor

4th DLI Allaro 112	4th Romero 111	4th Fernandez 110	4/5 DU C. Serrano 109	5th DU Taylor 108	5th Gerber 107
Kindergarten Grajeda 101	Kindergarten Morales 102	GRR	Tech	Ladies RR	Storage
					Mens RR
					Speech Newton/ Rivera 104
					RSP Arceo 104
					Counselor
					SAI Matrn 5th
					Pittman 106
					Inglehart 105
					LIT Perez 105
					ELEV
					RSP 131 Abbey

Kamala 2020-2021



San Miguel

Evacuation Routes (2nd floor of building 7)

Front Office/ (Principal/ Office Manager/ Attendance)	Health Office	Back Office (Asst. Prin/ Int. Sect.) Behavior
---	---------------	---

Cafeteria 201	
Kitchen 203	
Lounge 209	Workroom 210

Front Gate

GRR 306	GRR 3406
ST 308	ST 408
BRR 307	BRR 407

300 GATE

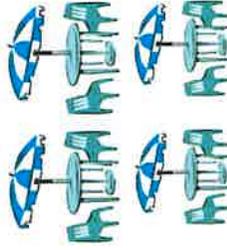
600 GATE

GRR 3406
ST 408
BRR 407

Lopez 508	BRR 506
Psych	GRR 507

GRR 807	BRR 806
SR 808	

Library 804



Kamala

2020-2021



San Miguel

600 GATE

Kinder Playground

First Floor

Second Floor	ELA 7 Piszczek 212	SS7 Burchmore 211	Math 7 Kallik 210	Math 8 A. Cortez 209	ELA 8 Godinez 208	SS 8 Beck 207	Storage	School Psych Counselor	ELEV	Mens RR	6th Scholbrock 206	6th Filz 203	6th Ceja 204	Custodian	6th Stairs	6th Guzman 205	6th Stairs
	Sci 8 Open 201	Sci 7 Kingston 202	GRR	BRR	Ladies RR												

Stairs

Stairs

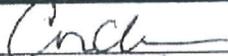
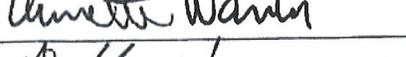
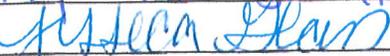
Stairs

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Lemonwood K-8 School
CDS Code: 56725386100333
District: Oxnard School District
Address: 2001 San Mateo Place
 Oxnard, CA 93033
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 January 31, 2022
 -with Law Enforcement
 January 31, 2022
 -with Fire Authority
 January 31, 2022

Reviewed by:

Name	Title	Signature	Date
Allison Cordes	Principal		
Elizabeth Montano	Assistant Principal		
Elizabeth Cervantes	Counselor, Safe & Civil Committee		
Annette Warren	Teacher, President, School Site Council		
Gabby Serrano	ORC		
Aquilina Juarez	Parent, President, English Learner Advisory Committee		
Jessica Glass	Parent, School Site Council		
	Fire Department Representative		

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Elizabeth Montano	Assistant Principal		
Elizabeth Cervantes	Counselor, Safe & Civil Committee		
Annette Warren	Teacher, President, School Site Council		
Gabby Serrano	ORC		
Aquilina Juarez	Parent, President, English Learner Advisory Committee		
Jessica Glass	Parent, School Site Council		
SCOTT BREWER	Fire Department Representative		2/3/22

Name	Title	Signature	Date
Dina McArthur Community	Oxnard Police Department Representative		2/4/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Lemonwood K-8 School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Lemonwood K-8 School, our vision and mission are intertwined to create future leaders by focusing on “Learners Today, Leaders Tomorrow.” We strive to educate, inspire, and empower each student to become a successful and productive citizen in a culturally diverse 21st century. We firmly believe that all children will learn and achieve their full potential when they are in a clean, safe, and secure environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Lemonwood K-8 School Safety Committee

Allison Cordes, Principal
Elizabeth Montano, Assistant Principal
Annette Warren, Teacher
Elizabeth Cervantes, Counselor
Gabby Serrano, Classified Staff

Assessment of School Safety

Safety is assessed in a variety of ways at Lemonwood. The Panorama survey is administered to the students to gather feedback on school climate and safety, student wellness, and youth resiliency. Different types of emergency drills are conducted on a monthly basis to ensure the school community knows the steps to follow in case of an emergency. The Lead Custodian and a school administrator conduct monthly inspections and follow-up with appropriate measures as needed. Administration, teachers, and campus supervisors monitor the morning drop-off and afternoon dismissal. Risk management from the district office conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made. Any safety issues are reported to administration and the issues are handled by the lead custodian or through work orders to the district office. The school safety team regularly reviews data related to the following: office referrals, attendance rates, suspension/expulsion, California Healthy Kids survey, local law enforcement juvenile crime, and property damage in order to adjust programs and procedures to better meet school needs.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher **MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES.** The teacher will remain with students until directed otherwise.

- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

- KTNQ-AM 1020 "Univision America" Spanish
- KNX-AM 1070 "KNX 1070 Newsradio"
- KUNX-AM 1400 "La Super X" Spanish
- KKZZ-AM 1520 "La Voz" Spanish
- KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

- KCRU-FM 89.1 "Public Radio for Southern California"
- KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
- KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing "emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with

the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they felt they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process."

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

At Lemonwood K-8 School, we encourage all students to dress for success. Therefore, gang-related apparel is not allowed. Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process

All students at Lemonwood K-8 School will be held to the Lemonwood K-8 School dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. The school dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

Students must observe a dress code that is in good taste of grooming, hygiene, and wearing clothing that meets acceptable standards of safety.

1. Shoes must be worn at all times. Thongs or backless shoes or sandals are not acceptable. Shoes with heels are not allowed on campus.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Students must not wear clothing or accessories (baseball caps) that refer to drugs, alcohol, tobacco, gang affiliations, sex, violence or profanity (Dallas Cowboys, Oakland Raiders, San Diego Chargers, White Sox, Dodgers, Detroit Lions etc.).
5. Clothes shall be sufficient to conceal undergarments at all times. In addition, undergarments should be appropriate to support physical development. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
6. Gym shorts may not be worn in classes other than during physical education.
7. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Hair must not be cut in a style that distracts others from instruction, is "suggestive" has graphics of alcohol, drugs, or gang affiliations (Dallas Cowboys, Oakland Raiders, San Diego Chargers, White Sox, Dodgers, Detroit Lions etc.).
8. Pants need to sit at the waist and the seat of pants cannot sag.
9. Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.
10. Metal accessories and jewelry that present a hazard to health and safety are prohibited.
11. Over-sized clothing is inappropriate and must not create a safety hazard during physical activity.
12. Exceptions to dress code can only be made for medical, health reasons, and/or religious beliefs.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

SCHOOL HOURS

Students in grades 1st -5th regular day is from 8:00 am. to 2:10 pm. Kindergarten students begin class at 8:00 am to 1:17 pm. Middle school students, grades 6-8th regular day is from 7:55 am. to 2:23 pm. Students having breakfast at school may arrive by 7:30 am. Parents dropping students off at school should be aware that supervision is NOT available before 7:30 am. The main gate and the Kindergarten gate to enter the campus are open at 7:45 am for students in k-5 and middle school student enter campus at 7:55am and report directly to their 1st period class.

School office hours are 7:30 am. to 4:00 pm.

- Once the gates are open, students are to enter the campus and grades 1-5 are to immediately report to their line-up area. Students in grades 6-8 are to remain in the quad area in front of the Multipurpose Room. Under no circumstance are students to leave the campus to pick up friends, go to locations other than the school campus, or loiter outside the campus gates.
- Parents may drive into the front parking lot to drop off their students. Parents are encouraged and advised to move in this area and around the school with caution.
- Cars must not be parked or left unattended in the red zone areas in front of the school's office while parents are in the office.
- Parents who have school business throughout the day may use the San Mateo Place front parking lot to enter and exit the school.
- Dismissal of students in all grades will be from the front of the school on San Mateo Place.
- Students not picked up by 2:25 pm are walked by their teacher or campus assistant to the front office and the student will wait until picked up by an adult if needed. Adult must show picture identification to the office staff before the student is allowed to leave campus. Parents are required to sign students out in the front office.
- Students participating in after school activities are to report to their teacher, coach, or adviser. Students that are not in an after school club, tutoring or sport must leave the campus immediately after dismissal.

LEAVING EARLY

- Any adult picking up a student early from school prior to dismissal for a medical appointment, legal matter, or any other valid reason will be required to show a picture identification and name must match the names on the emergency contact card for the student. If another person is picking up a student and the name of the adult does not appear on the emergency card, the office staff or school administration will need to make contact with the student's parents/legal guardian for verification. The person will be required to show a picture identification with name on it, and must be over 18 years of age.

CLOSED CAMPUS

- Lemonwood K-8 School is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.
- The San Mateo Place entrance leading to the office is open during the day for school business.

TARDY/LATE POLICY

School begins at 7:55 am for grades 6-8, and at 8:00 am for grades K-5.

- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

EXCUSED ABSENCES

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.
- Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

TRUANCIES

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Provide regular updates through meetings, PowerPoint presentations to staff, students, and parents regarding safety procedures and expectations on campus to improve maintain a safe and positive school climate.

Continue to receive, relate and address all stakeholders' concerns.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase cultural proficiency (ability to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds)	Refine School Vision/Mission statements and Student-Parent-School Compact to reflect an inclusive, collaborative environment that also includes AVID and biliteracy core values.	Counselor, Outreach Consultant	School Administrators, Leadership Team, Staff	Understanding of the school culture and climate. Collaboration between school staff and parents.
Establish clear student expectations	Implement Positive Behavior Plan: ROAR (Lessons) and CHAMPS Management Program	Counselor, Outreach Consultant	School Administrators, PBIS Committee	Decrease the number of behavioral referrals and suspensions.
Discipline and consequences will support student learning, the teaching of self-regulation skills, and the development of students who can become thoughtful, caring, and responsible citizens.	Utilize Positive Behavior Plans/Behavior Contracts, Academic and Behavior Expectation Assemblies	Counselor, Outreach Consultant	School Administrators, Staff, Outreach Consultant	Decrease the number of behavioral referrals, suspensions and expulsions.
Student Social Emotional Awareness	Daily Social Emotional Activity in all grades .	Teachers, Counselor, School Admin	Counselor, School Admin	Review Panorama Data
Counselor provides students with social-emotional support and social skills to assist with dealing with situations and conflict	Counselor sets up small groups to support students in developing socialization skills	Counselor, District Behavior Specialist	Counselor, Teachers, School Administrators	Counselor keeps documentation of students social skills development. Referrals decrease for some of these students. Other students may develop the skills to make and keep friendships.
Provide students an opportunity to develop leadership by organizing and carrying out school activities and service projects through Student Council	Student leaders plan, and implement school wide spirit activities	Advisor, School Administrators, Counselor, ORC	Advisor , School Administrators, Counselor, ORC	Students encourage other students and staff to show more school spirit by participating in school wide events. Student Council members will assist administration in developing school pride and a positive school culture through more student and parent participation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen home-school connections through Family Nights	Parents and their student(s) are invited to participate in Family Nights where they will develop skills through hands on activities in the areas of literacy, mathematics, and dual language.	Teachers, School Administrators	Teachers	Family Night attendance sign-in sheet. Parents and their student(s) develop skills they can practice at home. Families are given resources to perform the activities at home.

Component:

School Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Provide regular updates through meetings, power point presentations to staff, students, and parents regarding safety procedures and expectations on campus.

Continue to receive, relate and address all stakeholders' concerns.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure a safe and orderly environment through out campus, especially near areas of concerns	Provide more supervision during recess and lunch breaks	Staff, Campus Assistants, School Administrators	School Administrators	Decrease the number of student injuries
Safeguard for a safe drop off and pick up of students	<p>Measures will be taken to make certain:</p> <p>Parking signs visible to drivers in the parking lot near drop off and pick up areas</p> <p>Open parking lot for car access to drop off and pick up students directly in front of the school (morning only)</p> <p>Front parking lot will be closed for cars after school due to the increase in pedestrian foot traffic</p> <p>Monitor crosswalks next to the school</p>	School Admin, Campus Assistants	School Administrators	Decreased risk for accidental injuries after school in parking lot due to increased vehicle traffic
To ensure safe of ingress and egress routes	<p>Create a path for students to enter and exit the campus safely and orderly</p> <p>Open parking lot for car access to drop off students directly in front of the school.</p>	Administration, Staff, Campus Assistants	School Administrators	Parents wait for their student at designated areas

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide safe playground, buildings/classrooms, walkways	<p>Maintain a safe and clean environment for staff, students and visitors</p> <p>Primary evacuation point will be to the blacktop area/grass area</p> <p>Lemonwood Park to serve as a secondary evacuation point in case it is not possible to safely evacuate on campus</p>	OSD Facilities Department, Custodian/s (on site), Campus Assistants, Staff	School Administrators	Decrease the number of accidental injuries

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Continued practice and drill for students, monitoring of supplies and procedures in case of any emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement Comprehensive School Safety Plan (CSSP) to ensure the safety of all students, staff and visitors at Lemonwood K-8 School	Safety Committee will share with staff the expectations of the CSSP. Administration will implement drills for fire, earthquake, and lockdown, and evacuation.	Safety Committee, Staff	School Administrators, Teachers, Staff, Custodians	Logs for when drills are held
Keep inventory of emergency supplies ready for use in the classrooms (backpacks and lock down buckets)	Classroom emergency backpacks will be checked and supplies/materials will be replenished Collect emergency supply donations to keep in classrooms (ie water, healthy snacks)	Assistant Principal, Safety Committee, ORC	School Administrators, Safety Committee	Inventory of supplies ordered for emergency backpacks
Keep inventory of emergency supplies ready for use in emergency storage bins	School Administrators will check the emergency supplies and materials inventory in the emergency bins and replenish any expired supplies and materials.	School Administrators, Safety Committee, ORC	School Administrators, Safety Committee	Inventory of supplies ordered for the emergency storage bins
Keep door magnets in use throughout the school year to give classrooms the ability to quickly lock down in an emergency	School Administrators will check and make sure that door magnets are consistently used in every classroom.	School Administrators, Safety Committee, Staff	School Administrators, Safety Committee, Teachers and Staff	Inventory of door magnets
Regularly schedule safety drills	Calendar evacuation, earthquake, and lock down safety drills.	Safety Plan, Handouts on safety procedures	School Administrators, Staff	Yearly Comprehensive School Safety Plan update, drill record log forms.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lemonwood K-8 School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

GOALS

We want our students to develop a sense of values and to become:

- Caring
- Honest
- Responsible
- Well mannered and courteous
- Respectful
- Knowledgeable of right and wrong
- Fair

Positive in outlook
Compassionate
Self-disciplined

BELIEFS

We believe our rules and procedures will:

Provide a starting point for behavior and conduct expected.

Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.

Promote overall school safety and security for each student.

Demonstrate our agreement and commitment to developing self-discipline and responsible youth.

Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.

Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

Be regularly in school attendance and be on time for each class.

Know and obey school rules and regulations.

Be courteous and respectful to school personnel, fellow students and the public in general.

Behave in such a way that it does not disrupt the learning of others.

Respect public and private property.

Expectations for Parents

Assure that your child is in school and on time each day.

Assure that your child is appropriately prepared for school (dress, nutrition, hygiene, sleep, and charged iPad.)

Be responsible for the pupil's behavior.

Teach the pupil respect for the law and the rights of others.

Visit your school periodically and participate in conferences as called.

Know the district, school and classroom rules and regulations and be supportive of your school.

Help your child to learn self-discipline.

Expectation for Teachers

Provide learning experiences appropriate for each student.

Consistently enforce classroom rules and district rules and policies.

Communicate on a regular basis with parents concerning their child's progress.

Be available to parents for conference.

Continually improve professional competencies in matters of student control and discipline.

Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Maintain positive rapport and professionalism with all students, parents, and staff.

Expectations for Administrators

Inform students and parents about school district discipline standards.

Consistently monitor classroom, school and district rules and policies.

Counsel with students and parents regarding disciplinary matters.

Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.

Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules: Live by ROAR - Responsible, Outstanding Citizen, Always Safe, Respectful

Attend school regularly.

Be on time.

Be prepared for class.

Treat others with respect, care and consideration.

Promptly obey school authorities without argument.
Conserve and protect school and private property.
Engage in activities without "body contact."
Obey all school, playground, etc. rules.
Use appropriate language.
Follow district dress/uniform standards.
Use class time wisely.
Work quietly without disturbing others.
Respect the rights of others, including their personal space.
Complete all assignments on time.
Follow other rules which may be adopted in individual classrooms.

Students May Be Disciplined for the Following Reasons:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

While on school grounds;
While going to or coming from school;
During the lunch hour whether on or off campus;
During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

Deliberate littering of school premises;
Chewing gum while at school;
Bringing or in possession of permanent markers at school.
Using electronic devices during times when use is not allowed or to cause a disturbance
Not adhering to the school dress code;
Making bomb threats or false fire alarms;
Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
Habitual tardiness/truancy;
Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct such as reward activities, etc.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in February and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

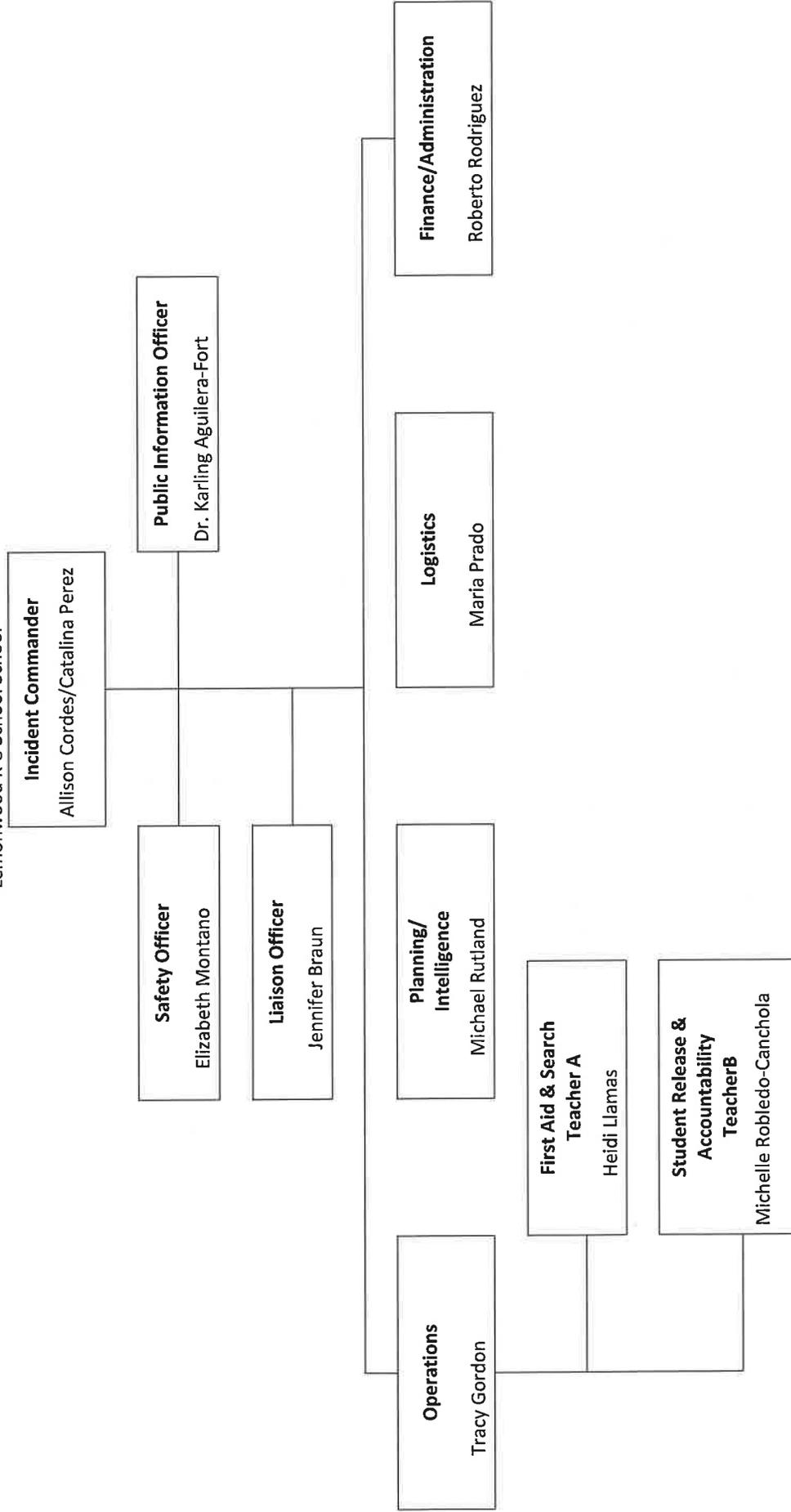
Organization	Lemonwood Park
Address	2055 San Mateo Place, Oxnard, 93033
Contact	Erick Garwick
Phone Number	(805) 385-7950
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	College Park
Address	3250 S Rose Avenue, Oxnard, 93033
Contact	Erick Garwick
Phone Number	(805) 385-7950

Phone Number	
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Incident Command System (ICS)
Lemonwood K-8 School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate a search team and activate the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

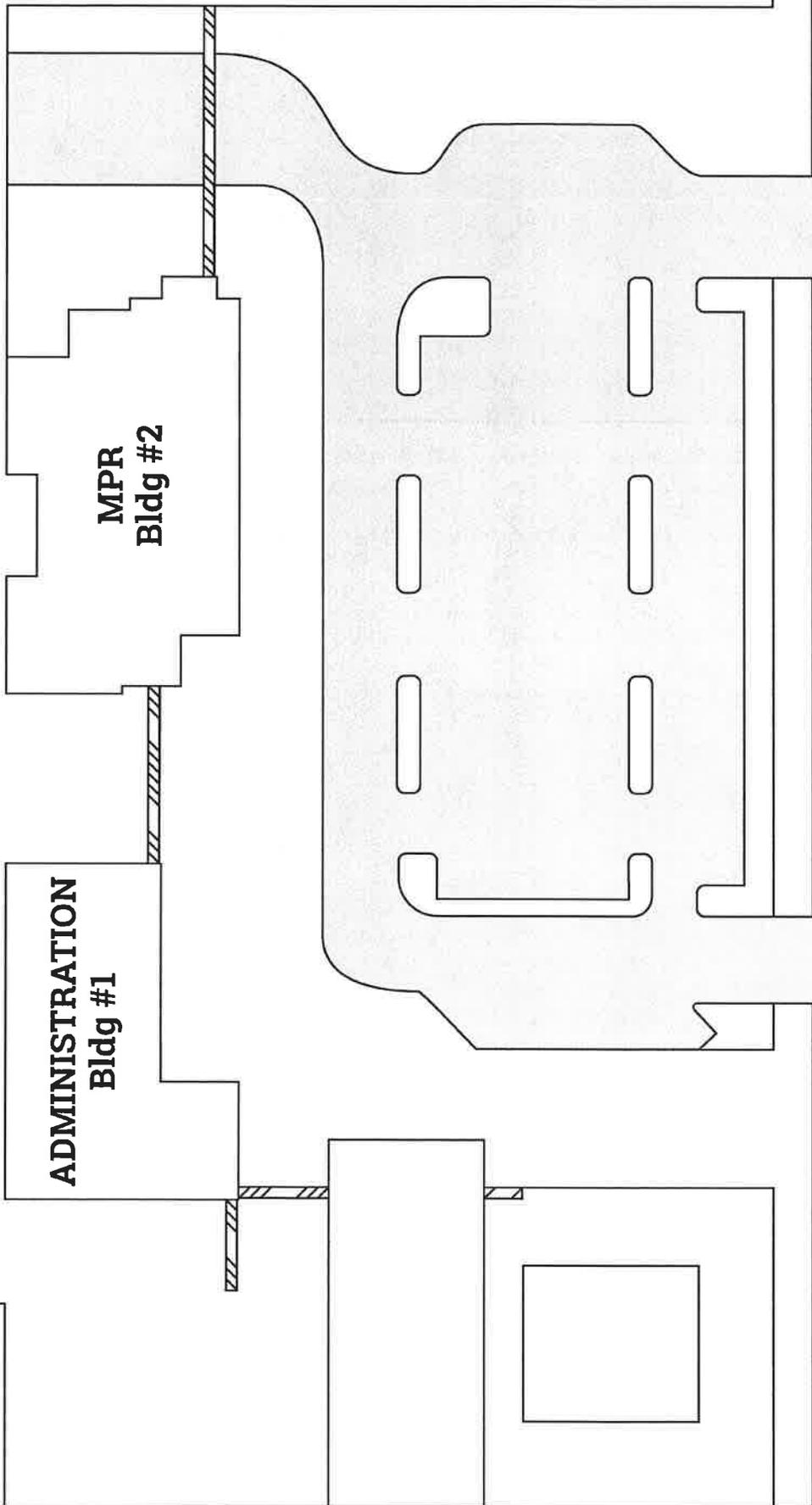
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

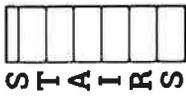
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GATES 



SAN MATEO PLACE

**LEMONWOOD SCHOOL, K-8
 BUILDINGS 1 & 2 EVACUATION MAP**

KEY

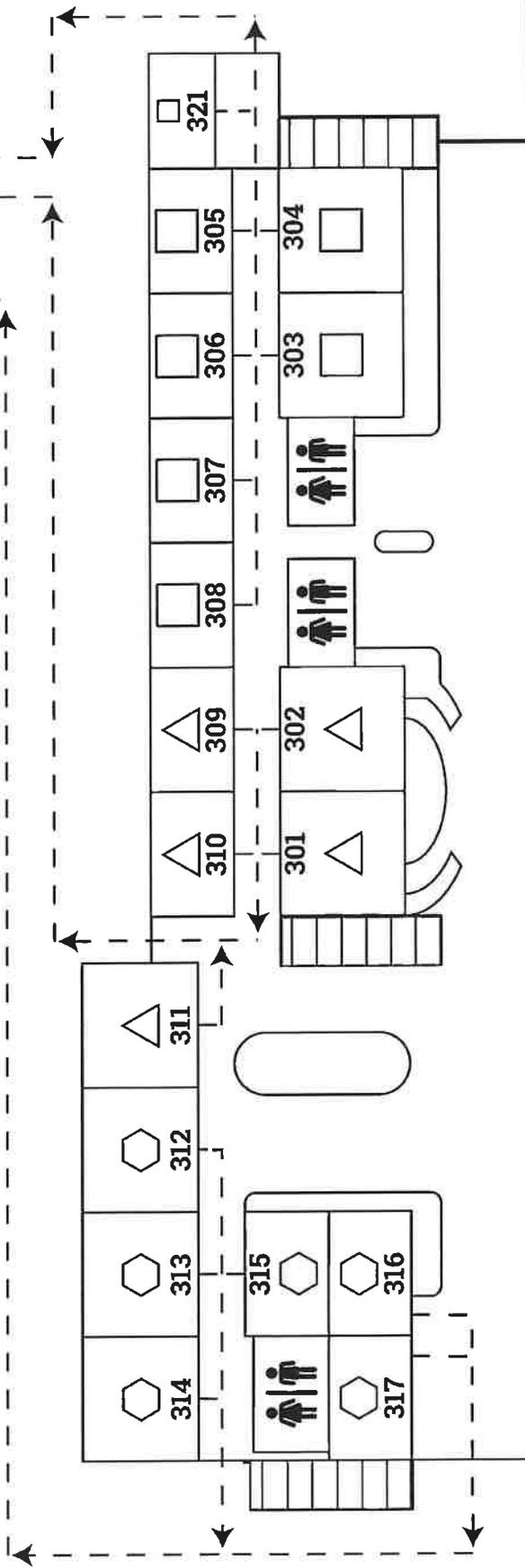
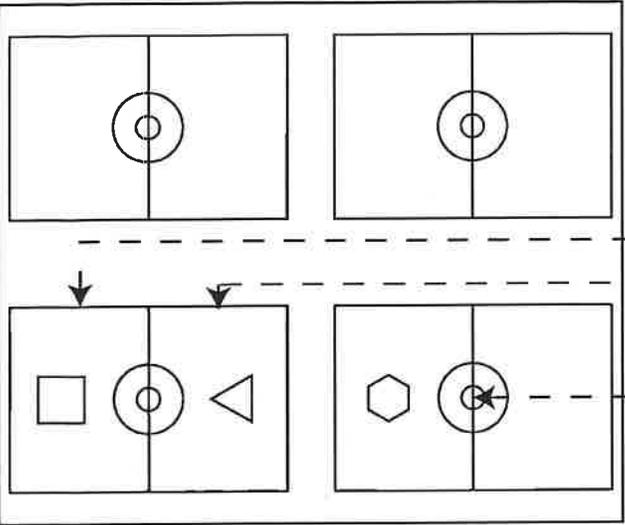


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RESTROOMS

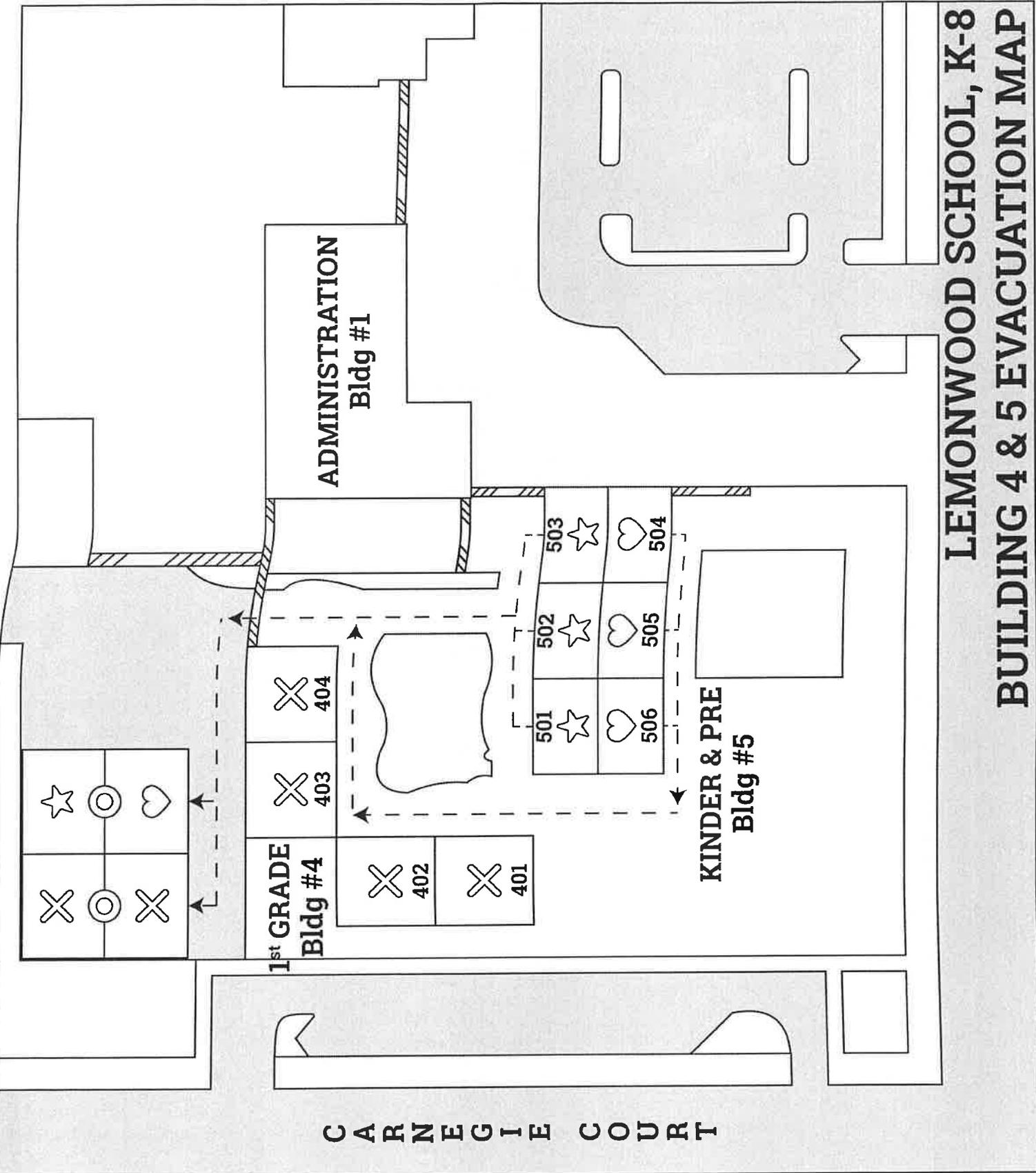
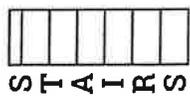


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**LEMONWOOD SCHOOL, K-8
BUILDING 3 | FLOOR 1 EVACUATION MAP**

KEY



**LEMONWOOD SCHOOL, K-8
BUILDING 4 & 5 EVACUATION MAP**

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Dr. Manuel M. Lopez Academy of Arts and Sciences
CDS Code: 56725386055305
District: Oxnard School District
Address: 647 W. Hill Street
 Oxnard, CA 93033
Date of Adoption: 2/16/2022
Date of Review: -with Staff
 12/7/2021
 -with Law Enforcement
 1/20/2022
 -with Fire Authority
 1/20/2022

Reviewed by:

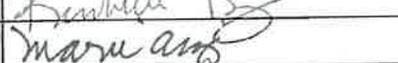
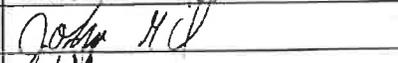
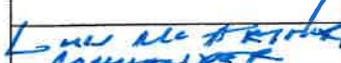
Name	Title	Signature	Date
Scott Carroll	Principal		1/20/22
Michel Haun	Assistant Principal		1/20/22
Kimberlee Ramirez	OSSA Representative		1/20/2022
Marie Ambriz	Office Manager/CSEA		1.20.2022
John Gil	Lead Custodian		1/20/2022
Jessica Vargas	Parent/ELAC Representative		1/20/2022
Scott Brewer	OFD Rep/Emergency Services Manager		2/3/22
Lauren Mendez	Lopez Teacher Leadership Team		1/20/22
	OPD Rep.		2/4/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Dr. Manuel M. Lopez Academy of Arts and Sciences's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Dr. Manuel M. Lopez Academy of Arts and Sciences, we embrace the Oxnard School District vision, “Educate, Inspire, and Empower,” and recognize that a safe school is paramount to our students’ educational success. Our students’ many talents and skills must continually be nurtured in a safe and supportive school environment. At Dr. Manuel M. Lopez Academy of Arts and Sciences we are empowering, inspiring, and motivating students to become creative and productive global citizens.

We believe all stakeholders deserve to feel safe and secure while at Dr. Manuel M. Lopez Academy of Arts and Sciences. We will work to create and maintain a positive learning environment that ensures the physical, emotional, and mental well-being of our entire academic community. We will evaluate and strengthen our multi-tier systems of supports to ensure that our students (and staff) academic, behavioral, and social-emotional needs are met.

Components of the Comprehensive School Safety Plan (EC 32281)

Dr. Manuel M. Lopez Academy of Arts and Sciences Safety Committee

Scott Carroll, Principal
Michel Haun, Assistant Principal
Kimberlee Ramirez, Counselor
John Gil, Lead Custodian
Marie Ambriz, Office Manager/CSEA
Mrs. Vargas, Parent/ELAC Representative
Scott Brewer, Fire Department Representative – Emergency Services Manager

Assessment of School Safety

Emergency drills are conducted on a monthly basis. Lockdown drills are supported by the Oxnard Police Department with feedback provided to staff. The OPD and principal conduct site inspections and the officers provide security recommendations to be implemented at the school site. The Oxnard Police Department are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws, and also monitor surrounding areas for student safety.

The Risk Management Department and Ventura County Fire conduct safety inspections of the campus each year. Reports are submitted and necessary changes are made by either school personnel or through district work orders.

The Lead Custodian and the Assistant Principal conduct periodic safety inspections of the campus. Any safety issues are reported by staff to administration as they are noticed to be handled by the Lead Custodian or through district work orders involving Facilities and Risk Management Departments.

Administration and Campus Supervisors monitor student safety before school, during nutrition and lunch, and after school. Frequent meetings are held to review expectations, student discipline, and informal data.

Student behavior concerns are reported through the school's Office Referral Process and tracked in the Q student data system. Attendance rates are tracked through Q, with parents notified of attendance issues through A2A.

Dr. Manuel M. Lopez Academy suspensions declined for the 2018-2019 School Year. Suspensions were declining prior to school closures during the 2019-2020 school year. School closures occurred during the 2020-2021 school year. Data from the 2019-2020 is utilized to develop school goals for the 2021-2022 school year.

In order to ensure that students engage in safe behavior and follow school expectations, the school utilizes the CHAMPS program. The school rules are posted in the student agenda that every student receives while on campus and are provided to our families at the start of the school year. Students are expected to follow the rules and teachers reinforce the rules in their classrooms. CHAMPS is used as the tier I behavior system with additional supports for tiers II and III. In addition, PBIS and Restorative Justice practices were introduced in 2017-2018 to strengthen our school's climate and inspire students to behave in a positive manner. Lopez Academy has a voluntary CHAMPS/PBIS/RJ team consisting of teachers, counselors, and administration to monitor implementation of initiatives and present new information as necessary to all staff members.

The Safety Committee and School Leadership Team provide feedback on safety procedures to be followed by staff and students during emergencies.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.

- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof.
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services

1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

The school dress code is reviewed annually following the board of education policies and the guidelines will be available to the students in their agendas and parent/student handbooks. At least every trimester, a meeting will be held to review the school's dress code policies.

All students at Dr. Manuel M. Lopez Academy will be held to the school's dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The focus of our dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

1. Shoes must be worn at all times. Open-toe sandals and slippers are inappropriate for safety reasons. Loaner shoes are not available.

2. Bare midriffs, halter tops, spaghetti straps, see-through clothes and low cut tops are not permitted. Undergarments may not be visible.
3. Clothes, items, or jewelry with alcohol, beer, drug, tobacco or other inappropriate language or pictures are not permitted.
4. Students are not allowed to wear clothing or styles that can be considered gang affiliated. This includes sports teams that may promote gang affiliation (i.e. Dallas Cowboys, Raiders).
5. Clothing that is disruptive to the educational environment is prohibited.
6. The Dress Code will be amended as necessary to promote student safety.

Exceptions to the dress code can be made for medical/health reasons, a physical disability, and/or religious beliefs.

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

SCHOOL HOURS

The regular student day is from 8:45 am to 3:13 pm. Parents dropping students off at school should be aware that supervision IS NOT available before 8:00 am. School office hours are 7:30 am to 4:00 pm.

- Once arriving at school, students are to immediately come onto the campus and move to the cafeteria, quad, or library if there is time to spare until the first bell at 8:40 am. At 8:40 am all students are to proceed to their first period class. Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in after-school activities are to leave campus immediately by walking or bus. Students waiting for rides home via automobile need to wait in the designated pickup area located in front of the school. Loitering is prohibited. Students who fail to adhere to this rule will be subject to disciplinary action.

CLOSED CAMPUS

Dr. Manuel M. Lopez Academy of Arts and Sciences is a closed campus. Students must stay on campus from the time of arrival in the morning until dismissal at 3:13 pm. Students may leave campus during school hours if a written request from a parent or guardian has been approved. The request must state time, date, and reason for leaving campus. The Back Office Secretary will issue an OFF-GROUNDS-PASS once a request is approved. Off campus absences, which are not approved in advance, are UNEXCUSED and students will be subject to disciplinary action.

Under no circumstances should a student leave campus without permission.

LEAVING EARLY

Parent must check in at the office in order to pick up students who are leaving campus for appointments. Only parents, guardians or adults listed on the emergency card can sign out for a student leaving campus. Persons picking up students during the day must present a valid ID, be 18 years of age, and be noted on the emergency card.

TARDY / LATE POLICY

- Be On Time to all your classes.
- Be at your first class before 8:45 am.
- If a student is late to class without an approved reason it is a behavior infraction.
- If a student is late in the morning (after 8:45 am), he/she must report to the back office for a late slip, and then quickly go to class.
- An "excused late" will be assigned when parents have called the school with a valid excuse such as medical/dental appointments, court appearances, religious instruction, death in the immediate family, or any absence approved by school administrator's or LEA representative(s).

- Oversleeping, missing the bus, etc., are not valid reasons for an “excused late.”
- When a student is habitually late to school (more than 3 times), the back office staff will assign an Office Detention or other consequence.
- Truant Tardy is when students arrive to school 30 minutes late. When a student is determined to have a truant tardy he/she will be assigned a consequence, be placed on an attendance contract, and possibly receive a citation.

EXCUSED ABSENCES

These can only result from illness, medical/dental appointments, court appearances, religious instruction, death in the immediate family, or any absence approved by school administrator's or LEA representative(s). All other absences are considered unexcused. State law does not provide any financial assistance to schools when students are absent for any reason, including excused absences. When a student is absent, parents are expected to call the school (385-1545) the same day of the absence.

RETURNING AFTER AN ABSENCE

1. Bring a dated note from parent(s) stating the reason for the absence, with your name, grade, date of absence, and parent signature.
2. Take the note to the Attendance Clerk prior to 8:40 am to avoid being late for class.
3. Receive a readmit slip to be signed by all of your teachers.
4. If a student leaves school early, a readmit slip must be picked up the following morning.

TRUANCIES (UNEXCUSED ABSENCES)

The following are considered truanancies:

1. Being absent from school without the knowledge and consent of the parent/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.
4. Having excessive tardies.

If a student is habitually late or absent from school, various measures may be taken including regular assignment to Saturday School, an alternate school placement, and referral to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents. In all cases of truancy, students will be assigned an office consequence.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Reinforce CHAMPS, PBIS, and WEB Programs

Objectives	Action Steps	Resources	Lead Person	Evaluation
1. Maintain supervision before, during, and after school.	Maintain the number of campus supervisors and number of hours. Review their work assignments, based on student need. Provide training for campus supervisors deescalating strategies and maintain the number of crosswalk certified staff. Teaching staff supports with supervision at dismissal.	Campus Assistant Salaries Professional Development for Campus Supervisors	Site Administration	Review disciplinary data with staff
2. Utilize additional community resources to help support our students who have challenges with alcohol and drugs.	Utilize PDAP and Brite programs for student referrals. Maintain Friday Night Live after school program to educate students on drug, alcohol and tobacco prevention. Utilize OPD resources to address student needs with drugs, alcohol, and tobacco prevention.	PDAP Friday Night Live after school program	Administration Counselors Outreach Specialist	PDAP referral rate Friday Night Live enrollment
3. Encourage the proper use of technology on campus.	Implement school-wide digital citizenship lessons, provide parent technology education including CANVAS, and teach students about responsible use of iPads during school day.	iPads Digital Citizenship materials	Teachers Administration Technology Personnel Canvas Site Mentors	Review referral data for misuse of technology with staff Digital Citizenship logs Administrators Parents
4. Maintain the After-School Oxnard Scholars Program and City of Oxnard Jaguar Athletic Program.	Periodically meet with the ASP Coordinator and ASP Liaison and recruit coaches to support athletic program.	ASES Funds	City of Oxnard	ASP Attendance rate
5. Maintain a positive school climate on campus.	Provide training on PBIS, RJ, and MTSS to staff. Create staff-led PBIS, RJ, and MTSS teams to address academic, behavioral and socio-emotional needs.	Site funds for onsite training District funds for offsite training	Administration RJ/PBIS Teams	Behavior data No Contact Contract data Suspension data Classroom Referrals Counselor student-contact data CHKS and Panorama Data

Objectives	Action Steps	Resources	Lead Person	Evaluation
6. Continue implementation of WEB Program.	Select 8th grade students to participate and train 8th grade students prior to school starting. Provide collaboration time for WEB coordinators. Schedule and host regular WEB activities.	Additional WEB t-shirts Funding to support collaboration time	WEB Coordinators	Percentage of 8th grade students in WEB Frequency of WEB activities
7 Teach rules and expectations for positive behavior to students.	Share school wide expectations with students and parents. Hold in person expectation s assemblies to review school rules and behavior expectations each trimester.	All classes	Administration	Review Referral and Suspension data with staff.
8. Adhere to guidance from Oxnard School District and appropriate agencies regarding procedures put in place to address the COVID-19 Pandemic	School shall implement and follow all safety and procedural guidelines as directed by OSD Risk Management and appropriate agencies.	Site/District Funds as needed	Administration, All Lopez Staff	Feedback from OSD/Health officials regarding site procedures to address COVID 19 related issues.

Component:

Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Regular safety inspections

Objectives	Action Steps	Resources	Lead Person	Evaluation
1. Meet Risk Management Safety Inspection requirements (e.g., blinds, doormats)	Conduct Inspections, make corrections, and submit necessary work orders.	Feedback from Inspections	Risk Management Administration Facilities/Custodial Staff School Safety Committee	Safety Inspection Documentation Work Order referrals
2. Ensure that restrooms are in working order.	Inspect facilities and repair when necessary.	Facilities Department	Custodial/Facilities staff	Work Orders Report from custodians
3. Ensure sufficient wireless and radio reception throughout campus.	Perform system checks and upgrade radios if necessary. Train Campus Supervisors on correct use of radios.	Discretionary funds	Administration, Campus Supervisors, Custodial staff	Daily radio checks Work Order Referrals
4. Establish and maintain a safe campus environment at night.	Ensure that sufficient lighting exists at night.	Facilities Department	Custodial & Facilities staff	Visual inspection by custodians
5. Develop an Emergency Safety Team	Arrange NCPI training for Emergency Safety Team members and allow time for meetings.	NCPI training	Administration and Counselors	Administration team is completely NCPI trained by August 2022.
6. Maintain COVID-19 Safety.	Train office staff and campus supervisors on health screenings. Ensure custodians are cleaning regularly. Ensure all staff have PPE. Ensure a Care room is available.	District Nurse Administration Custodians	Administrators, District Nurse Risk Management Facilities/Custodial Staff	Health reports Attendance reports
7. Educate students on COVID-19 Safety	Provide information about importance of wearing a mask, sanitizer, washing hands, and social distancing	District Nurse	Administration District Nurse Teachers	Health Reports Student Attendance Reports

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Site based response, emergency bag and supplies

Objectives	Action Steps	Resources	Lead Person	Evaluation
1. Review emergency responses with site personnel to help prepare for various disasters.	Conduct disaster training with staff.	Emergency bags Class rosters Emergency Safety Reports	Administration Emergency Committee members	Checklists Staff Input
2. Provide training for school site personnel to be prepared for their role in school safety plan.	Conduct drills and training in disaster preparedness to all classified and certificated staff.	Support from Oxnard PD Risk Management Department	Administration District Office Emergency Committee members	Oxnard Police Department and Oxnard Fire Department feedback
3. School site students and staff practice monthly disaster drills (i.e., lockdown, earthquake, and fire).	Schedule and conduct disaster drills, provide feedback, review drills at Safety Committee meetings, and review lockdown procedures with staff.	Support from Oxnard PD Risk Management Department	Administration Emergency Committee members	Staff feedback after fire, earthquake, and lockdown drills Oxnard Police Department, Oxnard Fire Department, and Paramedics feedback
4. Site has all necessary disaster supplies including, but not limited to, emergency bags, flashlights, and batteries.	Conduct inventory of supplies and order needed supplies.	Disaster kits/supplies Funding to support purchase of supplies	Administration Emergency Committee members Risk Management Department	Annual Inventory Checklist

Guidelines for SUCCESS

Jaguars show
respect and kindness

Are responsible and safe

Give their best

Seek a growth mindset

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

GOALS

We want our students to develop a sense of values and to become:

Caring	Honest
Responsible	Well mannered and courteous
Respectful	Knowledgeable of right and wrong
Fair	Positive in outlook
Compassionate	Self-disciplined

BELIEFS

School Vision and Mission

Vision - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens

Mission - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Students are expected to observe the 3 B's- "Be Prepared, Be Safe, and Be Respectful." By observing these basic guidelines, students will be able to focus on academic success and will help create a positive learning environment for all.

Expectations of Students

- Be regularly in school attendance and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.
- Positive Behavior Support System (CHAMPS)

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition and sleep.)

- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Positive Behavior Support

- Awards Assemblies
- Attendance Awards
- Academic Awards
- Character Awards
- CHAMPS- Safe and Civil Schools
- Opportunity Program
- Daily Advisory Program
- Restorative Justice Practices

Student Conduct, Concerns and Consequences:

Student conduct which prevents students from learning or teachers from teaching will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Using electronic devices during times when use is not allowed or to cause a disturbance
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..

- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
- s) Aided or abetted the infliction or attempted infliction of physical injury.
- s) Aided or abetted the infliction or attempted infliction of physical injury.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.

- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A variety of stakeholders including administration, teachers, support staff, parents, and classified staff members are assembled yearly to review the safety plan to determine if changes need to be made. These stakeholders will meet, review the proposed safety plan, and discuss any safety concerns to determine if changes need to be made prior to the annual review. If the safety plan needs to be amended prior to the annual review, the safety committee will create an amendment to be attached to the safety plan. Updates to the plan are shared with stakeholders. The effectiveness of the safety plan will be evaluated via a variety of data. These data include police reports, suspension and expulsion data, William's facilities inspections, UCP reports, injury reports, etc. The plan is approved by School Site Council annually.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Durley Park
Address	800 Hill St.
Contact	Public Works
Phone Number	805-385-8280
Date of Agreement	

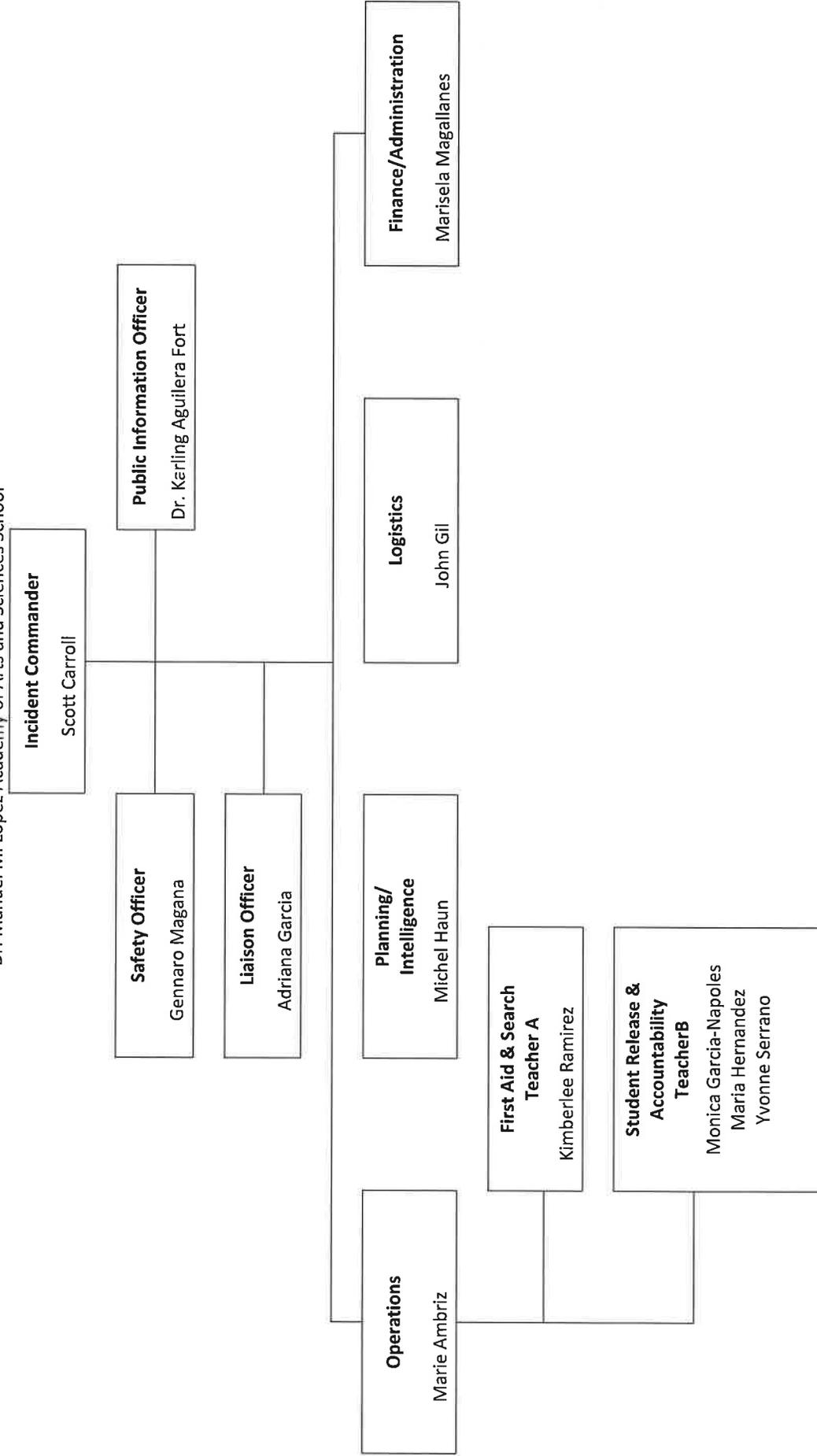
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Kamala School
Address	634 W. Kamala
Contact	Dr. Matthew Rubin
Phone Number	805-385-1548

Phone Number	
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Incident Command System (ICS)

Dr. Manuel M. Lopez Academy of Arts and Sciences School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN! Do "DROP -TAKE COVER."**
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible.
3. Notify the District Office.

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: Operating schools during COVID-19: CDC's Considerations

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: Stronger Together

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: Special Education Guidance for COVID-19

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: Pandemic Flu Checklist for Local Educational Agencies in California

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

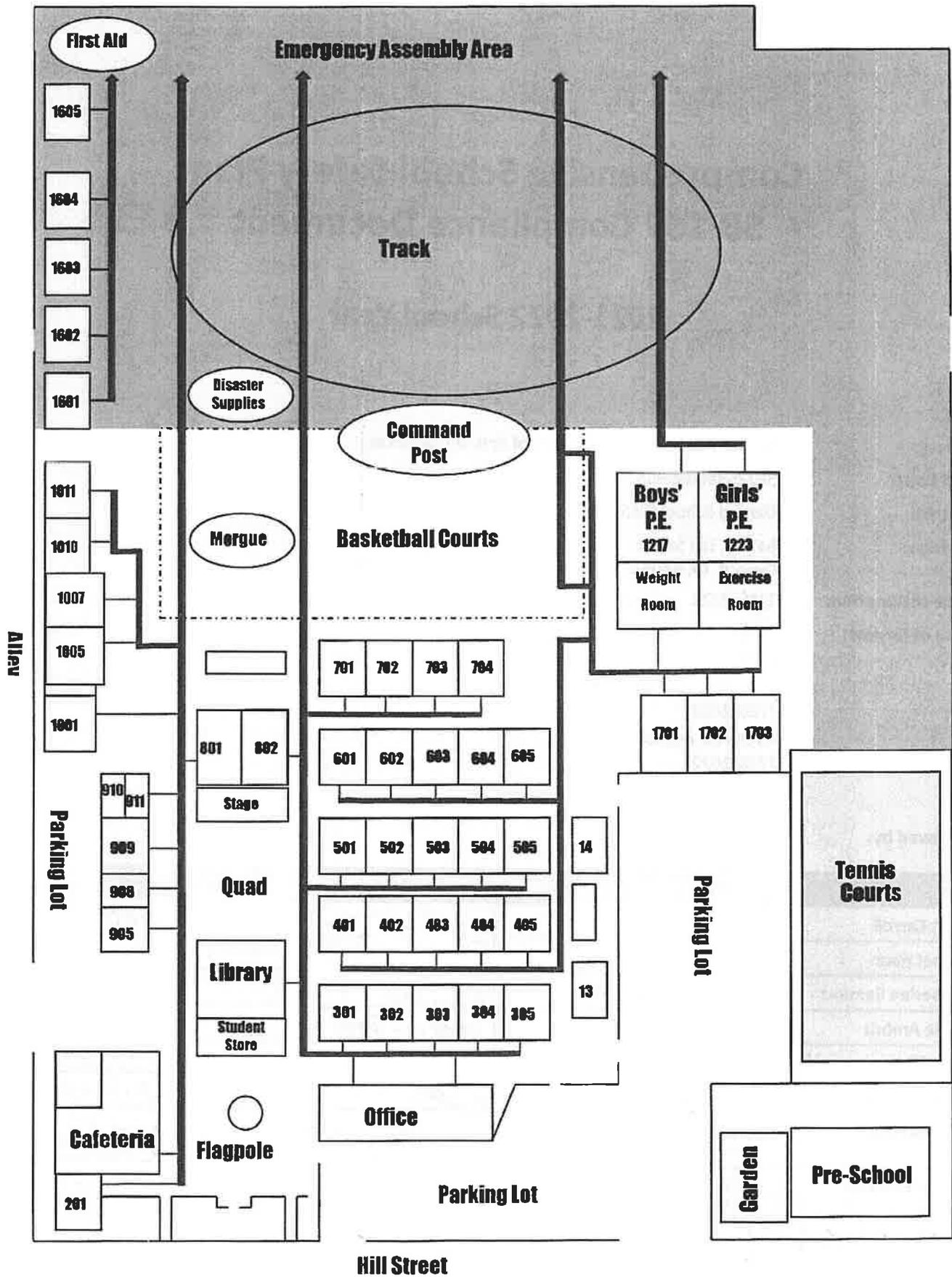
Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Marina West Elementary School
CDS Code: 56725386055347
District: Oxnard School District
Address: 2501 Carob Street
 Oxnard, CA 93035
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 November 30, 2021
 -with Law Enforcement

 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Elva Gonzales-Nares	Principal	<i>[Signature]</i>	1/14/2022
Gracie Cervantes	Office Manager	<i>[Signature]</i>	1/14/2022
<i>Luis McArthur, Oxnard</i>	Police Department Representative	<i>[Signature]</i>	2/2/22
Lisa Baird-Mayeda	School Site Council Chairperson	<i>[Signature]</i>	1/14/2022
Eva Barraza	ELAC President/Parent	<i>[Signature]</i>	1/14/2022
April Rosas	PBIS/Safety Committee	<i>[Signature]</i>	1/14/2022
Reyna Moreno	Outreach Specialist	<i>[Signature]</i>	
Samantha Jara	Counselor	<i>[Signature]</i>	1/14/2022
	Fire Department Representative		

Luis McArthur, Oxnard *oxnard pd* *[Signature]* 2/2/22
 Comprehensive School Safety Plan 1 of 46 1/14/22

Comprehensive School Safety Plan SB 187 Compliance Document

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Reyna Moreno	Outreach Specialist		
Samantha Jara	Counselor		
<i>SCOTT BREWER</i>	Fire Department Representative	<i>Scott Brewer</i>	<i>2/3/22</i>

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Marina West Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

The goal of our safety plan is to ensure the safety of all members of the Marina West Elementary School community and to preserve the well-being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters. Our Guidelines for Success: Be safe. Be responsible. Be respectful. Be your best.

Components of the Comprehensive School Safety Plan (EC 32281)

Marina West Elementary School Safety Committee

Elva Gonzales-Nares-Principal, Samantha Jara -Counselor/PBIS Member; Reyna Moreno-Outreach Specialist, Gracie Cervantes-Office Manager; Police Department Representative, Lisa Baird-Mayeda-School Site Council. Eva Barraza-ELAC

Assessment of School Safety

Lockdown drills are scheduled by school staff in order to ensure that procedures are followed properly. He/She provides feedback to the administration, who in turn, debriefs with the staff and necessary changes are made.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel.

The Lead Custodian and the principal conduct a monthly safety inspection and submit reports to the District Office.

Any safety issues are reported by staff to administration as they are noticed to be handled by the Lead Custodian or through work orders to the district office.

Office Referrals can be forwarded to site PBIS Committee for review and assessment. The administrator, along with the Outreach Coordinator, review site attendance rates. The Pupil Services Department shares monthly Suspension/Expulsion data with the site. This information is shared with staff and PBIS Committee.

The Safety Committee (PBIS Team) reviewed and discussed procedures to be followed by staff and students during emergencies.

The Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws. The administration communicates with the community via meetings, letters, and phone message regarding reminders for safety and traffic regulations.

The PBIS Team meets regularly to review all safety and security procedures and make any necessary recommendations and changes.

The monthly safety checks also provide information about any necessary changes.

Staff is trained in Emergency Operations Plan/School Safety Plan.

Security has been increased by making the campus a Closed Campus. All students are dropped off at various locations in the morning on campus and dismissed at the designated gates. Adults who are not employees are not allowed on campus at any time without first checking in at the office, signing in and obtaining a visitor's badge. All adults picking up students before regular dismissal are required to be on the student's emergency card, be of 18 years of age and produce a valid ID. Staff and administration are continuously supervising and monitoring school campus throughout the school day to ensure school safety.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All staff have been trained regarding Child Abuse Reporting Procedures.

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.

- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

All school suspension, expulsion and mandatory Expulsion Guidelines are followed per Education Code 48915 per OSD.

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2,

48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
- (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are notified of dangerous pupils in confidence for the limited purposes of information.

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

All staff has been properly trained of reporting sexual harassment of any kind to the administration. Training has been provided upon employment and yearly reviewed with staff.

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All students at Marina West will be held to the Marina West dress code policy. California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering

The purpose of the dress code policy is to ensure a safe and secure environment in which to offer a quality education. School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies:

1. Shoes must be worn at all times. Flip-flops are not acceptable.
2. Clothing, jewelry, and personal items (hats, backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, which advocate racial, ethnic or religious prejudice or are affiliated with gangs.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
6. Metal accessories and jewelry that present a hazard to the health and safety are prohibited.
7. Students may not wear clothing or hairstyles that will be disruptive to the educational process.

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

SCHOOL HOURS

The student day is from 8:15 am to 2:25 p.m. for students in grades 1-5. The school day for Transitional Kindergarten and Kindergarten students is from 8:15-1:32, with the exception of those students attending before or after school intervention classes or the After School Program. Parents dropping students off at school should be aware that supervision IS NOT available before 7:45 a.m. and after 2:40 p.m. unless student is in a school sponsored event. School office hours are 7:30 a.m. to 4:00 p.m.

- Once arriving at school, students are to immediately come onto the campus and move to the cafeteria, or designated quad area or tutoring class until the first bell at 8:13 a.m. At 8:13 a.m., all students are to proceed to line up on the playground. Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by being picked up by an adult, walking or riding a bus. Students waiting for rides home via automobile need to wait in the designated pickup area located in front of the school.

CLOSED CAMPUS

Marina West is a closed campus. All gates which provide access to classrooms and other rooms, except the main office, remain locked until 6:00 p.m. and during arrival and dismissal times. In the morning, there is one gate (by the office and Building 2) through which all students enter. This gate is supervised by school personnel. At 8:15, this gate is locked and students who are tardy must enter through the school office to receive a tardy slip. All visitors to the campus must come through the office to sign in and obtain a visitor's badge which they must wear for the duration of the time they are on campus. At dismissal, the 3 front gates (by the cafeteria, by building 200 and between buildings 11 and 12) are opened for students to exit. At 2:40 p.m., those gates are locked. Families of students in the After School Program must call the After School Program Director if their child needs to dismiss early. The walking gate (on the street) and the driveway gates remain open throughout the school day.

LEAVING EARLY

Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting for the bus or to be picked up.

Students may leave campus during school hours if parents or guardians or persons designated by parents or guardians come to pick them up from school. A written request (Name on the Student Emergency Card) from a parent or guardian must be submitted if someone other than the parent or someone on the emergency card is going to pick up a child. Persons picking up students during the school day must sign the student out in the front office. They must be at least 18 years of age and provide a valid ID. All students MUST be signed out in the office. No student will be dismissed with any person not listed on the Student Emergency Card.

Under no circumstances should a student leave campus without permission.

Any parent request for student not to use district transportation (bus) must call at least one hour prior to dismissal to ensure the student is not placed on the bus.

TARDY / LATE POLICY

Be at school by 8:15 a.m.

- If a student is late to class without an approved reason it is an unexcused tardy
- If a student is late in the morning (after 8:15 a.m.), he/she must report to the office for a late slip, and then quickly go to class.
- An "excused late" will be assigned when parents have called the school with a valid excuse, such as a doctor or dentist's appointment.
- Oversleeping, car trouble, dropping off another student, etc., are not valid reasons for an "excused late".
- Truant Tardy is when students arrive to school 30 minutes late or more without a valid excuse. Truant tardies become unexcused absences. When there are a certain number of unexcused absences, a student may be subject to the following: attendance letters will be sent to parents/guardians, an attendance conference will be held with school officials and the parents/guardians, the student may be placed on an attendance contract, or the family may be referred to SARB and receive a citation.

EXCUSED ABSENCES

These can only result from illness, medical/dental appointments, court appearances, religious reason, or death in the immediate family. All other absences are considered unexcused.

When a student is absent, parents are expected to call the school (805-385 - 1554) or send an excusal note within 72 hours of the absence.

RETURNING AFTER AN ABSENCE

1. The student or parent/guardian can provide a dated note from parent/guardian stating the reason for the absence, with student name, grade, teacher, date of absence, and parent/guardian signature.
2. If the student provides the note, he/she must give the note to the Attendance Clerk or Teacher prior to 8:15 a.m. to avoid being late for class.

TRUANCIES (UNEXCUSED ABSENCES)

The following are considered truanancies:

1. Being absent from school without the knowledge and consent of the parent/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

If a student is habitually late or absent from school, various measures may be taken, including referral to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents by the court.

In some cases of truancy, students will be assigned a consequence from school administration.

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

Component:

Positive School Climate

Element:

A school-wide positive behavior support plan has been implemented.

Opportunity for Improvement:

The expectations for students and staff are reinforced on a daily basis.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue the implementation of CHAMPS as a school-wide, positive behavior support program to maintain a safe and positive school environment.	Staff will continue to implement the CHAMPS model.	Professional development provided by district.	Principal, Staff	Classroom observations and feedback from trained staff
Establish clear behavior expectations	Use of common terminology by all staff, implement the Shark Guidelines for Success and CHAMPS, consistently recognize desired behavior with Shark Bucks	Principal, Counselor, Outreach Consultant	Principal, Staff, PBIS Committee	Classroom and playground observation. Tracking of discipline data. Reduction of office referrals from previous school year.
Discipline and consequences will support student learning, the teaching of self-regulation skills, and the development of students who can become thoughtful, caring and responsible citizens.	Utilize positive behavior plans and contracts, academic and behavior assemblies	Principal, Counselor, Outreach Consultant	Principal, Staff	Decrease the number of behavior referrals
Students with consistent and prevalent negative behaviors and needs will be referred for services and support through the Coordinated Services Team system.	Refer students who require additional support through the CST process	Support staff (Psychologist, Outreach Consultant, School Counselor), Teaching staff, Administrator, Local agencies (City Impact, VCBH)	Principal, Staff	Reduction of referrals to CST and SST for behavior concerns.
Implementation of PBIS as a school-wide, positive behavior support program to maintain a safe and positive school environment.	Provide opportunities for training and refreshers on the PBIS model.	Professional development provided by district.	Principal, Staff	Staff feedback and needs assessment conducted by PBIS Team
Create meaningful parent involvement	Involve parents in the school culture and provide opportunities for participation and feedback	Parent committees, parent workshops, family academic evenings, awards assemblies, school activities	Principal, Staff	Participation in parent committees, workshops, trainings, family academic nights, awards assemblies, school activities

Objectives	Action Steps	Resources	Lead Person	Evaluation
Counselor provides students with social emotional support and social skills to assist with dealing with conflict	Counselor sets up small groups to support students in developing socialization skills	Counselor, District Behavior Specialist	Counselor, Principal, staff	Counselor will maintain documentation of students' social skills development and monitor growth in the social emotional areas.

Component:

Safe Physical Environment

Element:

Safe School Environment.

Opportunity for Improvement:

Input from stake holders.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Eliminate unauthorized visitors on campus.	All visitors must sign-in at the office and obtain a visitor's badge. Gates must remain locked throughout the school day and after school program hours. Open gates are monitored by school staff. All visitors must have their temperature checked, sign-in on notebook or complete the COVID screening information before entering campus	Staff, sign-in log, sticky badges, thermometer, gloves, sanitizer, personal protective equipment	Principal, Staff	Constant monitoring and observation by all staff
To ensure all students are released to authorized persons only.	All persons picking a student up from school during the school day, must be on the emergency card, at least 18 years of age provide a valid ID, and complete the sign out sheet.	Staff, sign out sheet, Emergency Cards or legal documents.	Principal	Constant monitoring and observation by office staff
To ensure orderly ingress and egress of students to campus	Create a path for students to enter and exit the campus safely and orderly.	Staff, maps, procedures	Principal, Staff	Parents/Guardians wait for their students(s) at designated areas
Safe drop and pick up of students	Conduct a consistent drop off procedure. Using designated gates for ingress and egress. Using designated drop-off lanes. Designated bus areas and personnel providing supervision.	Staff, Administrator	Principal, Staff	Safe ingress and egress.
Provide safe playground, buildings/classrooms, walkways	Maintain a safe and clean environment for staff, students, and visitors	OSD Facilities crew, Site Custodians, Campus Assistants	Principal	Increase safety and decrease accidental injuries

Component:
Disaster Preparedness

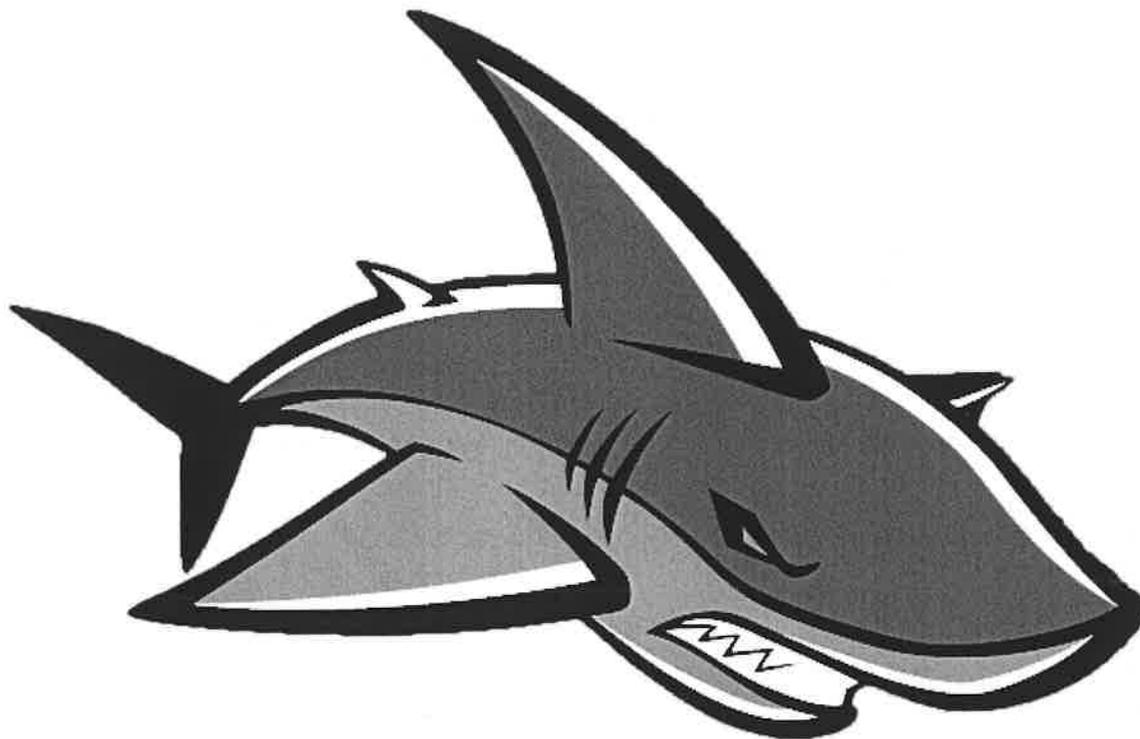
Element:
School Safety

Opportunity for Improvement:
Regular drills with debriefing opportunities

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Lockdown procedures are conducted appropriately using guidelines provided by Oxnard Police Department and Oxnard School District</p>	<p>Debriefing staff after drills to improve practice, update written procedures in staff handbooks, communicate importance of drills to students.</p>	<p>Administration, staff, students, Comprehensive School Safety Plan</p>	<p>Principal</p>	<p>Lockdown drills with staff debrief</p>
<p>Regularly schedule safety drills</p>	<p>Calendar evacuation, earthquake, and lockdown safety drills. Debriefing staff after drills to improve practice.</p>	<p>Safety Plan handouts</p>	<p>Principal, Staff</p>	<p>Drill record log</p>
<p>Keep inventory of emergency supplies ready for use in the classrooms (backpacks and lock down buckets) and emergency storage bins</p>	<p>Ensure emergency backpacks and storage bins have the necessary supplies</p>	<p>Safety Committee, Outreach Consultant</p>	<p>Principal, Safety Committee</p>	<p>Inventory of Supplies</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Marina West Elementary School Student Conduct Code



At Marina West School, we believe all students deserve an education that incorporates a meaning centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe and nurturing learning environment. Our Goal is to provide a safe environment where students can be successful. The school rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Guidelines for Success:

All students at Marina West will conduct themselves in a manner that is safe, responsible, respectful and be their best. We want our students to develop a sense of values and to become innovation, collaborative, problem solver, achiever, global thinker, digital learner and focused on the future.

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.

School Compact:

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.
- If my child is at risk of retention due to poor academic achievement, I will ensure that he/she attend intersession. After School tutoring and any other special help which is offered to them.

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being

Administrator Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Provide a safe, positive and healthy learning environment.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the school rules or dress code policy is not being

School Rules and Expectations:

1. Be Safe. Students must not place themselves or others in a situation that can cause harm.
2. Be responsible. Students must strive to be responsible for their education and behavior.
3. Be Prepared. Students must come to school with all materials needed to be ready to learn.

Consequences/ Corrective Action:

1. Student to be counseled by appropriate staff for minor infractions.
2. Parent to be contacted by Teacher or other staff personnel regarding rule violation. Possible Teacher/ Parent conference scheduled.
3. Student referred to office for repeated (4 or more) minor offenses or for major violations as described in School Discipline Referral.
4. Parent to be contacted by school administrator, possible Administrator/ Parent Conference.
5. Other means of correction listed may be assigned to student but not limited to: Restorative Justice, Recess Detention, After-School Detention, or Suspension.

Positive Reinforcements (School-Wide):

Attendance Award
Behavior Incentives
Positive Behavior Post Cards mailed home.
Regular Communication by Teacher
Voice-Level Posters

Incentives Used to Promote Exemplary Student Behavior:

Trimester Incentive and Awards
Pizza Party
Accelerated Reader Trimester Party
Teacher Incentives

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

All school personnel work as a team to implement all rules and procedures throughout the school. Our site PBIS Committee will be working with all staff to ensure implementation of school-wide rules and procedures.

Evaluation and Feedback:

- Referral forms are turned in to report incidents and student discipline. Administration / or staff complete and return referrals with notes indicating what actions were taken.
- PBIS meetings are conducted to review procedures, discuss focus areas, and review teacher feedback forms they have received in regards to student behavior and / or concerns.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
 - b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
- s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

All employees are expected to report hate crimes to administration. Administration is then instructed to inform the district office risk management and/or pupil services office.

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee/PBIS is created each school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any amendments which are deemed necessary in order to ensure that the highest standards are adhered to. The committee meets on an as needed basis and is made up of school staff. All changes are brought to the attention of the entire staff at staff meetings and through emails. The Safety Plan is also shared with stakeholders through School Site Council, English Learner Advisory Committee, and School Site Weekly meeting.. The Safety Plan is reviewed and approved by the School Site Council during a regular meeting no later than February and presented to the district for approval by the School District Board.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

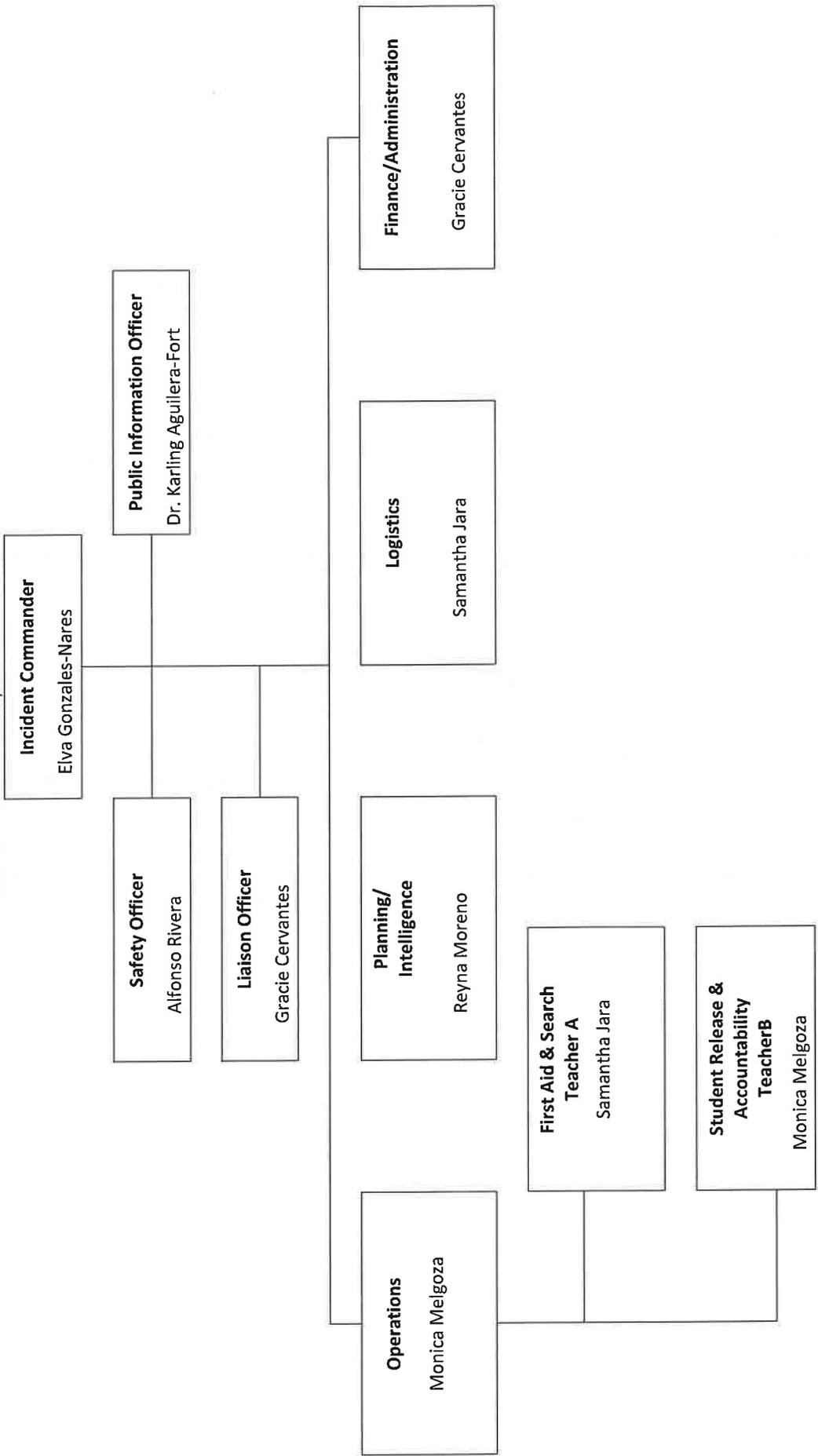
Organization	Marina West Park
Address	1376 El Portal Way, Oxnard, California 93035
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Via Marina Park
Address	3301 Keel Way, Oxnard, CA 93035
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	
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Incident Command System (ICS)
Marina West Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialeducovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

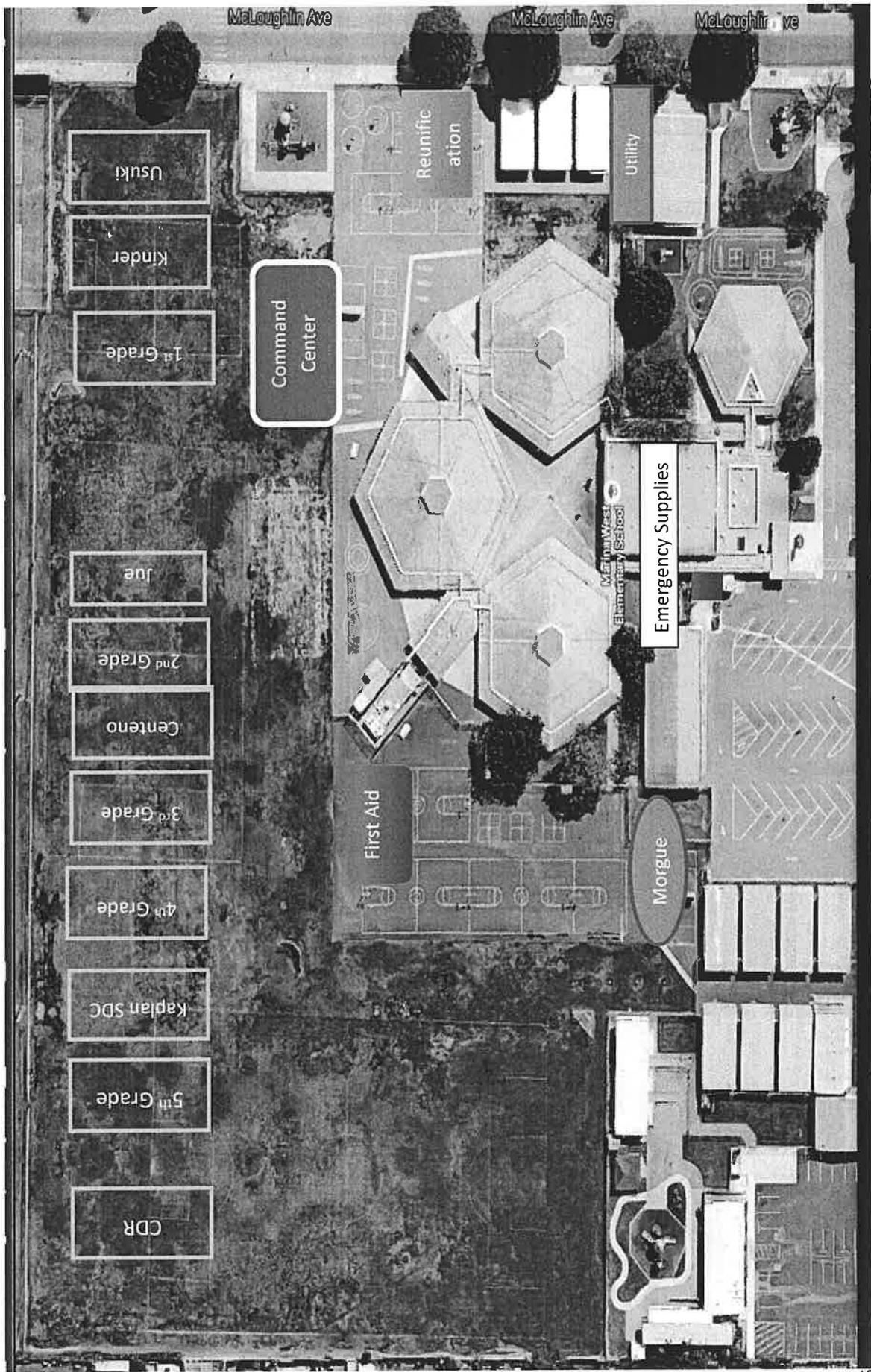
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

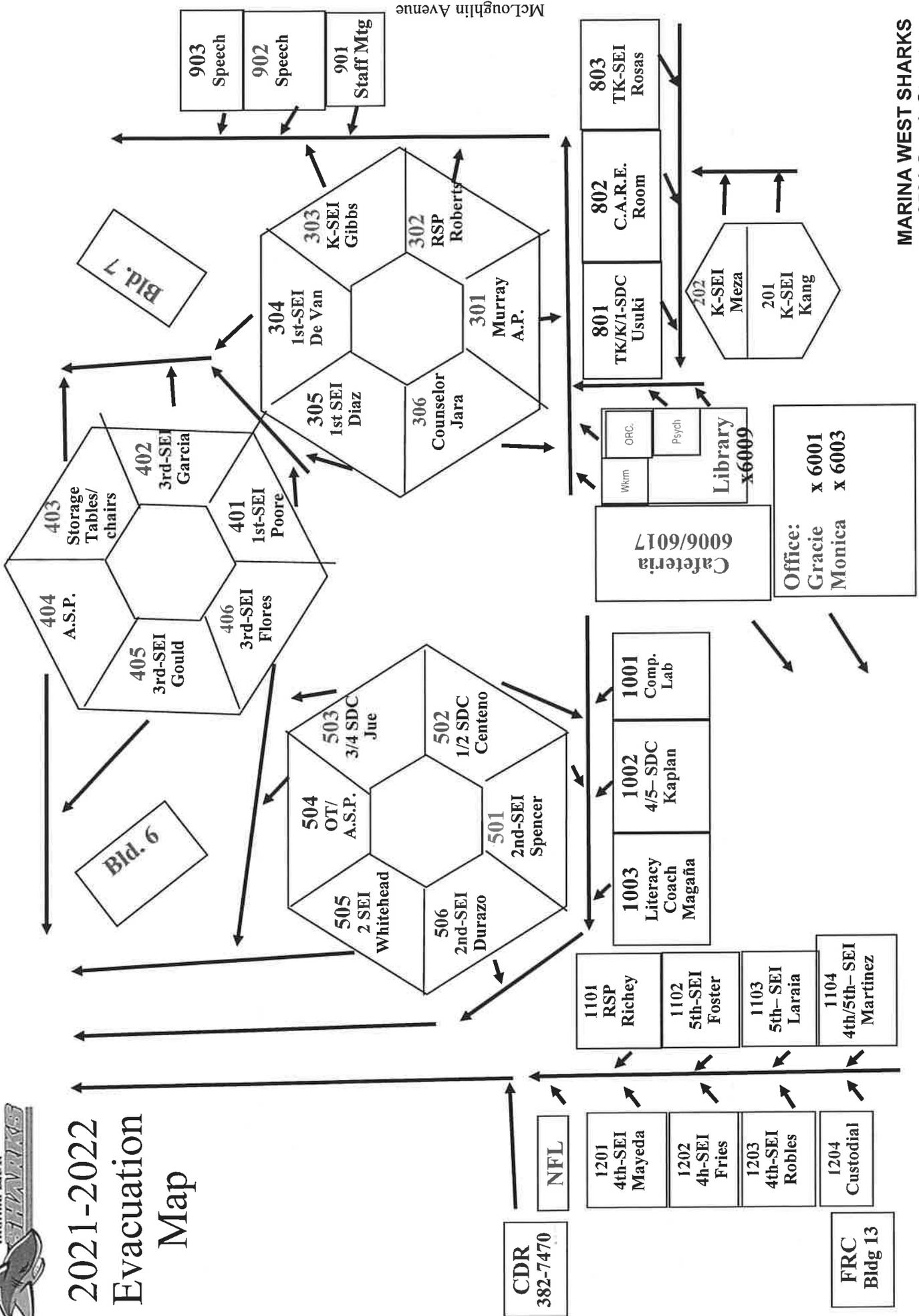
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Evacuation Map: Designated Areas





2021-2022 Evacuation Map



MARINA WEST SHARKS
2501 Carob Street
Oxnard, CA 93035
(805)385-1554

Carob Street

Evacuation Map: Designated Areas



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Thurgood Marshall K-8 School
CDS Code: 56725380100362
District: Oxnard School District
Address: 2900 Thurgood Marshall Drive
 Oxnard, CA 93036
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 December 16, 2021
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Mary Elisondo	Principal		1/20/22
Jan-Erik Sand	Assistant Principal		1/20/22
Joleen Segura	Classified Representative/Safety Committee		1/31/22
Sandra Sloan	School Site Council Chair		1/31/22
Police Representative	Police Department Representative		2/4/22
Fireman Representative SCOTT BREWER	Fire Department Representative		2/3/22

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Thurgood Marshall K-8 School
CDS Code: 56725380100362
District: Oxnard School District
Address: 2900 Thurgood Marshall Drive
 Oxnard, CA 93036
Date of Adoption: January 20, 2022
Date of Review: -with Staff
 December 16, 2021
 -with Law Enforcement
 January 31, 2022
 -with Fire Authority
 January 31, 2022

Reviewed by:

Name	Title	Signature	Date
Mary Elisondo	Principal		
Jan-Erik Sand	Assistant Principal		
Joleen Segura	Classified Representative		
Cherrie Calles	After School Program Liaison		
Tricia Tackett	Teacher/Special Education Representative		
Heather Rose	Teacher		
Police Officer Rep.	Police Department Representative-Emergency Services Manager		
Fireman Rep.	Fire Department Representative-Emergency Services Manager		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Thurgood Marshall K-8 School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Thurgood Marshall School, school safety is a number one priority. We work collaboratively to ensure safety for our school community. As part of our safe practices, we conduct regular emergency drills. Our Safety Committee, School Site Council, Leadership and entire staff commit to work together in partnership to monitor safe conditions.

We believe all stakeholders deserve a physically, emotionally, and mentally safe, secure, and positive learning environment through a caring, supportive staff, engaging curriculum, and training in order to accomplish the goals of high academic achievement and civic responsibilities.

Components of the Comprehensive School Safety Plan (EC 32281)

Thurgood Marshall K-8 School Safety Committee

M. Elisondo, Principal
Jan-Erik Sand, Assistant Principal
Police Department Representative
Heather Rose, Teacher
Carlos Beltran, Teacher
Beth Kaser, Teacher
Tricia Tackett, Special Education Teacher
Cherrie Calles, After School Program Representative
Joleen Segura, Classified/School Site Council Representative
Scott Brewer, Emergency Manager for Oxnard
Lucilia Gutierrez, After School Site Coordinator

Assessment of School Safety

The Safety Committee reviewed and discussed procedures to be followed by our students in a disaster. The committee meets to review all safety procedures and make any necessary recommendations and changes. The safety committee addressed a concerns brought up by parents. These are the limited space in the cafeteria during lunch during a season of COVID-19 and the excessive traffic during drop-off and pick-up. It was recommended by the safety committee this year that staff no longer utilize the glass doors on the side of the school for regular use. The doors are to be used as an exit only to minimize the access points on the campus. Regular monthly drills prepare our staff and students to follow emergency routines. The district provided Thurgood Marshall with a large bin where we have placed and organized all of our emergency supplies. Each classroom has an emergency backpack that has supplies for them to be used in case of emergencies. Backpacks and emergency buckets are inventoried every year to ensure that each classroom has the correct materials.

Office referrals and suspension data are reviewed regularly with staff and the school community including School Site Council. Information about attendance rates as well as juvenile crime data and property damage are also reviewed. Information from the Panorama is shared with staff and presented to the PBIS committee in order to make improvements with safety and behavior on campus.

When allowed to be on campus, all parents that are on campus must have a visitor pass to identify all persons on campus.

Assessment of School Safety

- Input from Oxnard PD and Risk Management
- Oxnard PD conducted a security inspection of the campus with the Principal (at the beginning of the year)
- Risk Management from DO conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.
- The Lead custodian and the principal conduct a monthly safety inspection and submit a report to the DO.
- Any safety issues are reported by staff to the administration and the issues are handled by the lead custodian or through work orders to the district office.
- The Safety Committee review and discuss procedures to be followed by staff and students during emergencies.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.

- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FORS SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof.
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

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

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student’s suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL’S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has “latitude of choice within certain legal bounds.” When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested

- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

The purpose of the dress standard shall be to ensure a safe and secure environment in which to offer a quality education. All students at Thurgood Marshall will be held to the Thurgood Marshall dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

- All clothing shall be neat, clean, and acceptable appearance and shall be worn within the bounds of decency as appropriate for school.
- Students may not wear clothing or hairstyles that will be disruptive to the educational process.
- Attire that expresses racial, ethnic, sexual, or religious disrespect is not allowed at Thurgood Marshall.
- Displays or promotion of alcohol, tobacco, or drugs are also unacceptable.
- Gang attire: black shorts and long white socks are not allowed.
- Spiked jewelry, safety pins, wallet chains, wheelie shoes and other items that present a safety hazard are prohibited.
- Cell phones must be turned off and in backpack during school hours.

- Oversized clothing is inappropriate and must not create a safety hazard during physical activity. Pants must be worn, so underwear does not show.
- Shirts/blouses/tops and dresses must cover the stomach, the chest, and underwear at all times.
- Strapless, spaghetti straps (less than one inch), and low cut shirts are not allowed.
- Close-toed shoes need to be worn by all students every day.
- Hats, caps, hoods, and sun visors may be worn outside for protection from the sun.
- Professional sports team attire is not allowed.

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

Thurgood Marshall continues to assess our needs in regard to Safe Ingress and Egress. We have added traffic control signs on the major crosswalks in the front of our school. Bushes were removed from the parking area to create better visibility for pick and drop off of students. Our campus supervisors/crossing guards have large-stop signs and neon vests in order to improve the safety of our students, parents, and staff while entering and exiting the parking lot on foot.

We have a closed campus meaning that no adult is allowed to go past the lobby unless they have previously signed in at the main office and received a visitor's badge. Parents who drop off or pick up their children must wait in the lobby or in front of the school.

Minimum Days: 12:15 pm for TK-5, 12:02 pm for grade 6-8

School Hours

- The regular student day is from 8:30 am to 2:40 pm for students from grades 1-5. The regular school day for kindergarten students is from 8:30 am to 1:47 pm. The regular school day for middle school students in grades 6-8 is 7:45 am to 2:43 pm (with the exception of attending before or after school intervention classes, the After School Program, or early release days).

- Upon arriving at school, students are to immediately come onto campus by back gates or front doors.
- Students are not allowed to loiter outside campus gates.
- Students not participating in after-school activities are to leave campus immediately by walking or riding the bus.
- There are crossing guards at the Thurgood Marshall crosswalks at the front of the school.
- Parents dropping off students at school should be aware that there is no supervision available before 7:45 am for grades 6-8 and 8:00 am for grades TK-5.
- Students enter through the front gate upon arrival and leave through front doors during dismissal times. Bus riders arrive in the front of the school and exit at the back gate during dismissal.

Closed Campus

- All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check-in at the office, sign in, and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick-up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, note on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:15 for grades 6-8 and 8:30 for TK-5th grade

- If the student arrives after the bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.
- Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Work together to develop school wide understanding of Tier 1, Tier 2 and Tier 3 in terms of student behaviors

Use Office Referrals and Q to document student behaviors.

Continue Staff Training in CHAMPS.

Work towards full implementation of CHAMPS school wide.

Improve student attendance.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Revise and implement a comprehensive Schoolwide Positive Behavior Support Plan</p>	<ol style="list-style-type: none"> 1. Continue Staff Training in CHAMPS as basis for shared student behavior guidelines 2. Staff Training in RtI 3. Survey on implementation of RtI at Marshall 4. PBIS Committee works towards full implementation of our school wide plan for shared student behavior guidelines. 5. Develop a school wide positive behavior reward. 6. Use scheduled data meetings to identify and review students who need extra support. 7. Use Office Referrals to monitor student behavior, student need, and as a communication tool with staff 8. Use of Paw Pad (if COVID Room is made available) to promote positive relationship building 9. CHAMPS Bucks for students to get positive reinforcement 	<p>CHAMPS for Common Areas</p> <p>In-house tools for referrals and follow up</p> <p>Office support</p> <p>Past practices and guidelines</p> <p>Use of "Safe and Civil Schools" by Randy Sprick Paw Pad</p> <p>OSD Training (i.e. STOIC)</p>	<p>Principal Assistant Principal Outreach Coordinator (ORC) Counselor Teachers</p>	<p>Office Reports Teacher Reports CST Meetings Student Behavior Committee Leadership Team Team Meetings</p>
<p>Train Campus Assistants and After School Program (ASP) staff in Schoolwide Positive Support System.</p>	<ol style="list-style-type: none"> 1. Hold bi-weekly meetings with Campus Assistants 2. Refine Playground Duty Assignments 3. Integrate CHAMPS into systems and responses 4. CHAMPS common areas of school 5. Review how STOIC/CHAMPS is being used in classrooms 	<p>Discussion and videos which show best practices in yard duty supervision.</p> <p>Ongoing training and monitoring</p>	<p>Principal Assistant Principal Counselor ORC Campus Assistants Teachers ASP Staff</p>	<p>Discussion in meetings; monitoring by Principal</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Monitor student attendance.	<ol style="list-style-type: none"> 1. Review monthly attendance reports. 2. Promote positive attendance through school wide incentives. 3. Use SARB process to meet with parents and reduce chronic absences 	<p>Use ADA reports</p> <p>Use SARB forms and procedures</p> <p>Student incentives</p>	Principal Assistant Principal ORC Attendance Clerk	Monthly and yearly attendance reports
Communicate student behavior plan and procedures to all stakeholders.	<ol style="list-style-type: none"> 1. Parent meetings to discuss positive behavior student plan and school behavior expectations. 2. Post School Safety Plan on the web. 3. Train staff in duties and procedures for monitoring student behavior. 	<p>School Safety Plan</p> <p>School wide behavior expectations</p> <p>CHAMPS guidelines</p>	Principal Assistant Principal Counselor Oxnard PD	Discussion, surveys
<p>Share results of the Panorama Survey with staff and parents.</p> <p>Use data to plan student supports in areas in need of improvement.</p>	<ol style="list-style-type: none"> 1. Make survey results accessible to staff and parents. 2. Discuss trends. 3. Allocate resources to strengthen areas of weakness. 4. Analyze 	Panorama Survey	Principal Counselor Assistant Principal	Discussion, surveys Positive Student Behavior Committee review
Share with staff and parents on topics of juvenile crime, property damage data, internet safety, drug awareness and other topics related to student safety and the law.	<ol style="list-style-type: none"> 1. Share on topic of community juvenile crime at parent meetings and trainings. 	Oxnard local law enforcement data.	Oxnard PD Principal Assistant Principal	Parent surveys on topics for training.

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Follow up on work orders

Increase staff capacity to respond to an emergency

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Ensure the facility is free from hazards. Ensure that facility is safe for occupants and for appropriate use.</p>	<ol style="list-style-type: none"> 1. Conduct monthly walk through to check for facility conditions. 2. Conduct walk through in Fall with Oxnard PD to check for safety. 3. Conduct walk through with Risk Management at beginning of school year. 4. Submit and monitor facility work orders. 5. Follow up on progress of work orders. 	<p>Checklists Work orders Follow up on work orders</p>	<p>Principal Assistant Principal Lead Custodian Office Manager</p>	<p>Walk through reports Completion of Work Orders</p>
<p>Include stakeholders in development of School Safety Plan</p>	<ol style="list-style-type: none"> 1. Develop and present plan with Safety Committee 2. Report to School Site Council and receive their input and approval. 3. Receive approval from Safety Committee 4. Share with Leadership for input and discussion 5. Share plan with other advisory and parent groups such as ELAC and PTA 	<p>Summary of plan Description of actions and procedures in an emergency</p>	<p>Principal Assistant Principal</p>	<p>Input from Discussions Input from Safety Committee Approval from School Site Council</p>
<p>Share plan monitoring with stakeholders</p>	<ol style="list-style-type: none"> 1. Share with Safety Committee and Leadership. 2. Share with Staff and parent groups. 3. Monitor and adjust plan, following suggestions of stakeholders. 	<p>School Safety Plan</p>	<p>Principal Assistant Principal</p>	<p>Surveys Agendas</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Share approved Safety Plan with all stakeholders	<ol style="list-style-type: none"> 1. School website 2. Digital copies to all staff 3. Student behavior (discipline) guidelines disseminated to all staff 4. Share plan with all Staff through meetings and informational handouts 5. Specific disaster preparedness information to all staff in printed form 6. Share approved School Safety Plan with advisory and parent groups such as ELAC and PTA 	<p>School Safety Plan</p> <p>Oxnard PD</p>	Principal Assistant Principal	<p>Informal and formal Surveys</p> <p>Agendas</p> <p>Review by Positive Student Behavior Committee</p> <p>Review and Monitoring by Safety Committee</p> <p>Review by Leadership</p> <p>Review by School Site Council</p>
Build staff capacity to respond to an emergency	<ol style="list-style-type: none"> 1. Train staff in procedures and roles. 2. Debrief after drills. 3. Use information from debriefing to improve our response capacity 4. Maintain NCPI trained staff to respond to student behavior emergencies 	<p>School Safety Plan</p> <p>NCPI Training</p>	Principal Assistant Principal Identified Support Staff Counselor Oxnard PD	<p>Debrief after emergency drills.</p> <p>Use debriefing data to improve response.</p>
Ensure emergency operations plan is easily implemented	<ol style="list-style-type: none"> 1. Hold monthly disaster drills (fire) or earthquake drills 2. Lockdown drill once a year 3. Disaster drill once a year 2. Train staff and teachers on their responsibilities and stations during a disaster. 	<p>Safety Plan Tree</p> <p>Duty descriptions for each assignment raining for Emergency Procedure</p>	Principal Assistant Principal Safety Committee Oxnard PD	<p>Staff Debriefing</p> <p>Staff and Safety Committee evaluation</p> <p>Leadership</p>

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:
Continuous training

Increase practice of emergency preparedness routines

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff and students will know how to respond in case of an emergency. Maintain safe and secure physical plant.	<ol style="list-style-type: none"> 1. Keep Staff aware of procedures with reminders. 2. Conduct monthly drills. 3. Promote awareness of correct emergency responses through staff training. 4. Review key procedures to protect access. 	Safe School Plan OSD Board Policy Ed Code	Principal Assistant Principal Oxnard PD Office Manager	Safe School Committee School Site Council Leadership Committee Principal School Resource Officer
Communicate Safety Plans to community.	<ol style="list-style-type: none"> 1. Disseminate safe school plan to all stakeholders via parent meetings. 2. Review Safety at parent meetings 	Safe School Plan Other Community Resources from Oxnard PD, Fire Department, OSD Pupil Services	Principal Assistant Principal	Agendas of Parent Meetings Front Office Principal
Increase school wide understanding of Emergency Response	<ol style="list-style-type: none"> 1. Fire Department training on on emergency preparedness. 2. Assess physical needs of classrooms related to Lockdown procedures 3. Fire Department to do a home safety preparedness training for parents. 4. Monthly emergency drills. 	Local Fire Department Checklists for window coverings Key and access procedures	Principal Assistant Principal	Safe School Committee Principal Head Custodian

Implement and monitor Emergency Procedures	<ol style="list-style-type: none"> 1.Parent meetings to discuss school safety plan 2.Post School Safety Plan on web 3.Train staff in duties and procedures 4.Create folders for emergency response positions 5.Include Emergency procedures with exits in SUB plans. 6. Post Emergency exit routes near doors. 7. Utilize magnetic door lock devices. 	Safe School Plan	Principal Assistant Principal	Safety Committee Staff Debriefing after Drills School Site Council Leadership Committee
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Thurgood Marshall K-8 School Student Conduct Code

Purpose

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

Goals

We are working towards the full implementation of CHAMPS as a basis for positive student behavior support.
 Staff is being trained.
 Refreshers on training will be offered.
 Support staff have been trained or will be trained.
 All Staff will have a common language of CHAMPS to support positive student behavior.
 Students will understand CHAMPS guidelines that will be consistent.
 Students will be given ongoing training on CHAMPS.
 Our goal is to develop a plan that is easy for students and staff to follow, one that can be communicated to all stakeholders.
 At this time Leadership Team, Positive Behavior Support Committee, and others are working towards the implementation of CHAMPS.
 Staff training in RtI and how this applies to student behavior is ongoing.

Guidelines for Success

Bulldogs are...
 PAWSitive
 Achieving
 Wise
 Safe

Beliefs

We believe our rules and procedures will:

- Provide common language and understanding school-wide
- Provide a starting point for behavior and conduct expected
- Provide a framework of expectations, rewards, and consequences so we can be consistent and fair with all students

- Promote overall school safety and security for each student
- Demonstrate our agreement and commitment to developing personal responsibility
- Provide a framework that will result in positive student behavior.

Philosophy

When systems are in place, such as those found in CHAMPS, student behavior will improve. When expectations are shared and understood, positive student behavior receives strong support. When positive student behavior is expected from all, students will respond more positively and shared guidelines will have a higher chance of being followed by all.

A student's education is dependent upon a "team" effort involving the student, parents, and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for each and every student. All Staff Members contribute to the good of all students.

Expectations of Students:

- Attend school regularly and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students, and the public in general.
- Be responsible digital citizens.
- Behave in such a way that does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents:

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for the pupil's behavior.
- Be responsible for pupils' use of technology.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as requested.
- Know the district, school, and classroom rules and regulations, and be supportive of your school.
- Help your child to develop personal responsibility.

Expectations for Teachers:

- Provide differentiated learning experiences appropriate for each student.
- Following Rtl guidelines, consistently maintain classroom rules, Internet safety, and district rules and policies.
- Implement CHAMPS within the classroom and common areas.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents to the conference as needed.
- Continually improve professional competencies in positive behavior support.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators:

- Inform students and parents about the student behavior plan - CHAMPS.
- Involve all stakeholders in CHAMPS.
- Encourage and support students by promoting positive student-staff interactions throughout the school day.
- Consistently monitor classroom, school, and district rules and policies.
- Counsel with students and parents regarding disciplinary issues.
- Provide student consequences aligned to social justice philosophy.
- Provide professional development in the management of student behaviors.
- Provide leadership that will establish, encourage school-wide implementation of CHAMPS.

Monitor effectiveness of school-wide student behavior plan.

General School Rules:

Attend school regularly.
Be on time.
Be prepared for class.
Treat others with respect, care, and consideration.
Follow rules inside and outside the classroom.
Conserve and protect school and private property.
Use appropriate language.
Follow district dress standards.
Use class time wisely.
Work quietly without disturbing others.
Respect the rights of others.
Complete all assignments on time.
Walk on black, run on green.

Summary:

Students will come to school ready to learn.
Rewards and incentives will be given regularly to students who demonstrate positive behavior.
A supportive, nurturing climate is fostered.
Additional consequences and supports are given to students who do not follow school rules.
CHAMPS implementation will clarify school-wide expectations.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

At beginning of school year, the Safe School Plan is reviewed with staff and safety committee. Periodically, training and monitoring of the plan are scheduled. Safe School Plan is reviewed by School Site Council and Leadership Committee. Safe School Committee and School Site Council approve the Safe School Plan by February. Ongoing communication to all stakeholders keeps procedures and action steps responsive to school needs.

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in December-January and also approved by the SSC. Changes and additions to the Safe School Plan can be made throughout the school year. If there is a need to update, or change information, based on recommendations and approval of Safety Committee or School Site Council, revisions and updates can be integrated into the plan.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

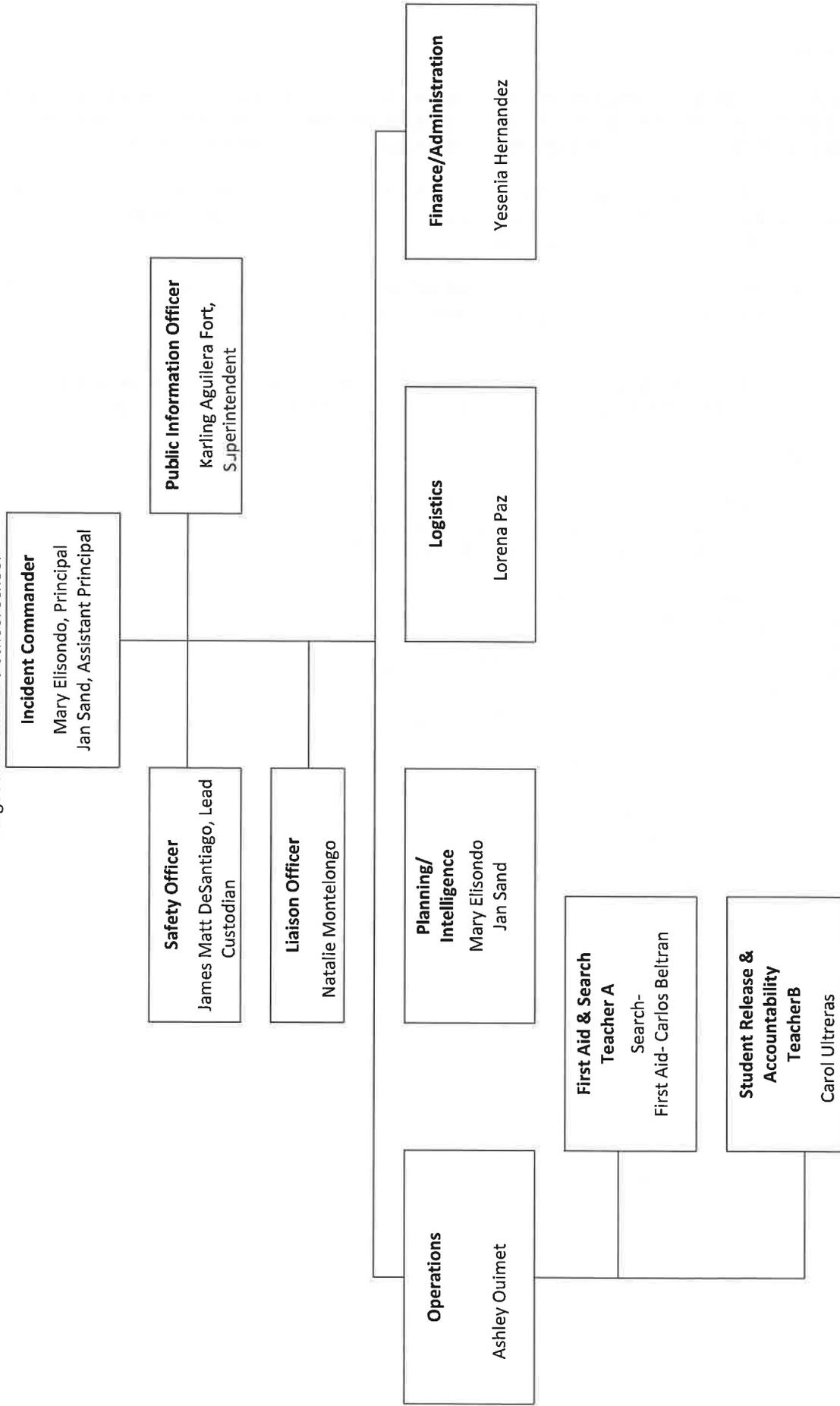
PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	The Church of Jesus Christ of Latter-Day Saints
Address	3301 West Gonzales Road
Phone Number	805-278-0123
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	River Ridge Golf Club
Address	2401 W. Vineyard Avenue
Phone Number	805-983-4653
Phone Number	

Incident Command System (ICS)
Thurgood Marshall K-8 School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: Coronavirus/COVID-19 Information

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Patterson Rd.

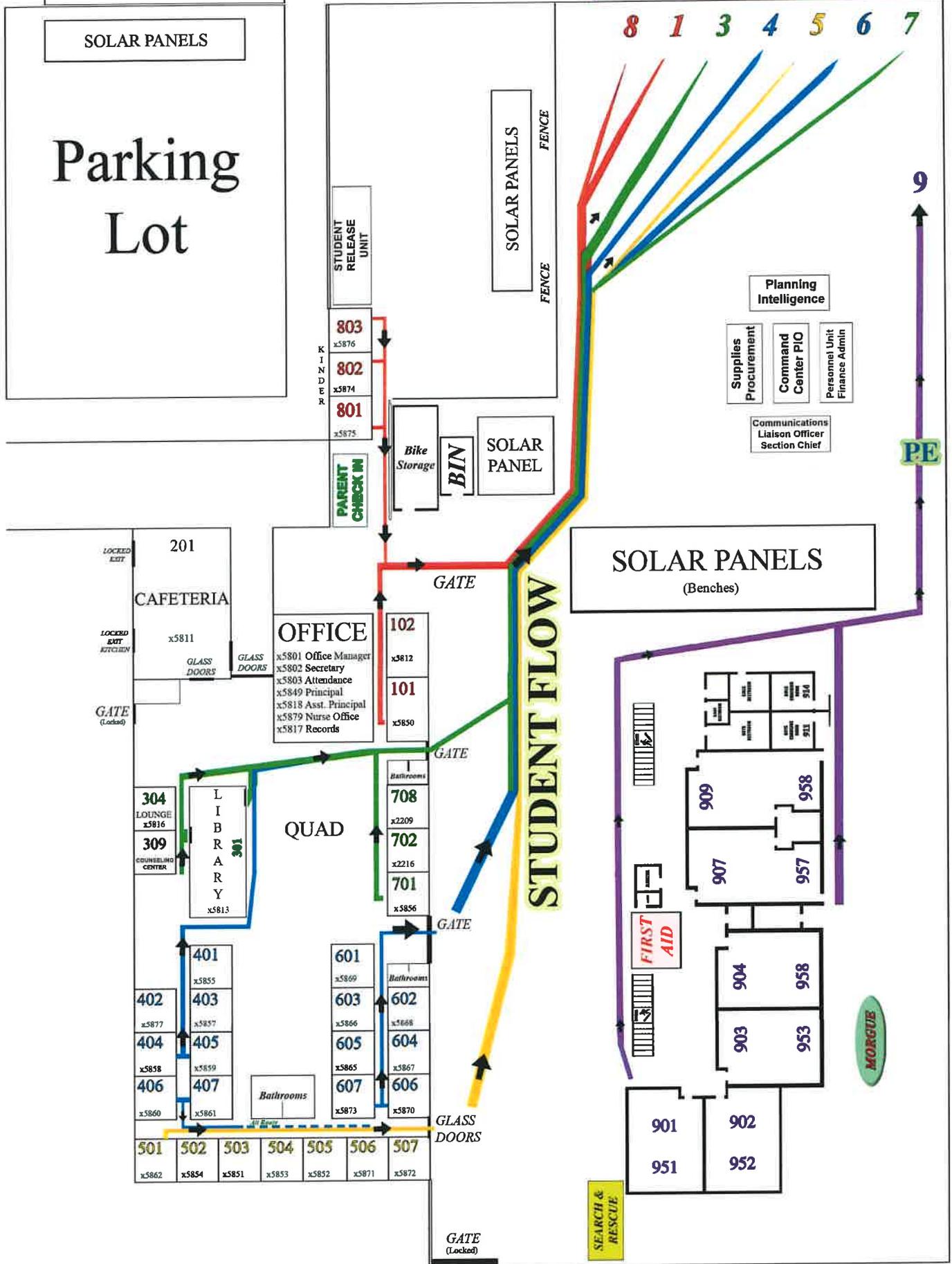
CARE & SHELTER BRANCH

SECURITY TRAFFIC BRANCH

SOLAR PANELS

Parking Lot

Thurgood Marshall Dr.



Gonzalez Rd.

Thurgood Marshall Dr.

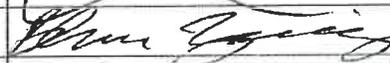
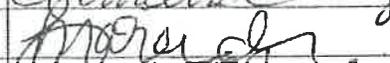
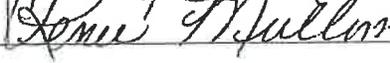
REV. 1-04-21

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Christa McAuliffe Elementary School
CDS Code: 56725380100362
District: Oxnard School District
Address: 3300 Via Marina Avenue
 Oxnard, CA 93035
Date of Adoption: 1/14/22
Date of Review: -with Staff
 1/11/2022
 -with Law Enforcement
 1/21/2022
 -with Fire Authority
 1/21/2022

Reviewed by:

Name	Title	Signature	Date
Brian Blevins	School Principal		1/18/22
Police Officer William ^{Lawrence}	Oxnard Police Department		1/18/22
Fireman Scott ^{SCOTT BREWER}	Oxnard Fire Department		2/3/22
Valerie Garcia	SSC Chair/Teacher/Certificated Staff		1/19/2022
Blanca Zuniga	ELAC Chair/Parent		1/18/22
Claudia Cortez	School Office Manager/Classified Staff		1/18/22
Mariela Inda-Ramirez	Counselor		1/18/22
Renee Mullins	Teacher		1/18/22

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Christa McAuliffe Elementary School
CDS Code: 56725380100362
District: Oxnard School District
Address: 3300 Via Marina Avenue
 Oxnard, CA 93035
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 January 11, 2022
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Brian Blevins	School Principal		
Police Officer	Oxnard Police Department		
Fireman	Oxnard Fire Department		
Valerie Garcia	SSC Chair/Teacher/Certificated Staff		
Blanca Zuniga	ELAC Chair/Parent		
Claudia Cortez	School Office Manager/Classified Staff		
Mariela Inda-Ramirez	Counselor		
Renee Mullins	Teacher		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Christa McAuliffe Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At McAuliffe Elementary School we believe all stakeholders deserve a physically, emotionally, mentally safe, secure, and positive learning environment through a caring, supportive staff, engaging curriculum, procedures, and training in order to accomplish the goals of high academic achievement and civic responsibilities.

Components of the Comprehensive School Safety Plan (EC 32281)

Christa McAuliffe Elementary School Safety Committee

The Safety Committee is comprised of:

- Brian Blevins, Principal
- Renee Mullins, Classroom Teacher
- Claudia Cortez, Office Manager
- Oxnard Police Department Representative
- Oxnard Fire Department Representative
- Mariela Inda-Ramirez, Counselor
- Alfred Teran, Lead Custodian

Assessment of School Safety

Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. School administration and staff are committed to maximizing school safety, creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted, and necessary changes are made by either school personnel or district personnel. The Lead Custodian and the Principal conduct safety inspections and submit reports to the District Office. Any safety issues are reported by staff to the administration as they are noticed and are handled by the Lead Custodian or through work orders to the district office.

In addition, the Principal plans lock-down drills with the Oxnard Police Department and fire and earthquake drills to prepare staff and students in the event of a real situation where one of these strategies would be put into effect while school is in session.

The school safety assessment was a review of:

- Office Referrals
- Attendance Rates/School Attendance Review
- Suspension/Expulsion Data
- Panorama Survey
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

At the beginning of the school year, a security inspection for the campus is held with the site administrator.

The Oxnard School District Risk Management conducts a safety inspection for each campus each year.

After reviewing current policies in place at McAuliffe School, the following areas need to be addressed: 1) Attendance, 2) Behavioral Expectations for Common Areas, and 3) Whole-School Evacuation.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.

- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2,

48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
- (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

- s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

“Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.”

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

Dress Code Policy

+California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to properly prepare for school, or shall be required to prepare himself for the schoolroom before entering.

+Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

+Students may not wear clothing or hairstyles that will be disruptive to the educational process."

All students at McAuliffe Elementary will be held to the McAuliffe Elementary dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Schools have the authority under state law to restrict the wearing of clothes that could be considered to be "gang" attire, or disruptive to the learning environment.

DRESS STANDARDS

1. Shoes must be worn at all times. Thongs or backless shoes or sandals are not acceptable; toe protection is required.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, gang attire (including professional sports attire) which bear drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate racial, ethnic or religious prejudice. Any clothing, jewelry or personal items that interfere with schoolwork; create disorder or disrupt the educational process, are not allowed.
3. Walking shorts are permissible and must be at least mid-thigh in length or reach the tip of the middle finger as measured against the shorts or whichever is longer. All sports-wear-type shorts, bike shorts (spandex), frayed shorts, shorts with holes, or short-shorts are unacceptable. Shorts that stop between mid-calf and the knees, worn with long white socks are considered gang attire and may not be worn. There must be a least four inches between the top of the socks and the bottom of the shorts.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
5. Over-sized clothing is inappropriate. Clothing may be no longer than one size larger than the appropriate size. Pants must stay up on the hips without the use of a belt and should not cover shoes. Shirts longer than mid-thigh in length must be tucked in pants.
6. Accessories and jewelry, which present a hazard to health or safety, are prohibited. Ear gauges, nose rings, and lip rings may not be worn while on campus.
7. Hats, caps, and other head coverings shall not be worn indoors.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Students who violate the dress policy will be requested to correct inappropriate clothing or call home to have proper clothing items brought to school. If available, "loaner clothes" may be given to replace inappropriate clothing.

DRESS CODE COMMON SENSE RULE: Students may not wear clothing or hairstyles that will be disruptive to the educational process.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year and asked to make updates as soon as possible when contact information changes.

School Hours

- The student day is from 8:45 a.m. to 2:55 p.m. (Transitional Kindergarten (TK) and Kindergarten are from 8:45-2:02 p.m.). Supervision at the school site begins at 8:15 a.m. Parents are not allowed in the cafeteria, on the playground or escorting students down the hallways without a visitor's pass. Office hours are from 7:30-4:00 p.m.
- Once students arrive on campus, they should proceed directly to either the cafeteria for breakfast or onto the playground.
- Students are not allowed to loiter on campus after school. Students are allowed on campus after school if they are participating in after-school tutoring classes, team sports, or attend the after school Oxnard Scholars program.
- Students not participating in after-school activities are to leave campus immediately by walking or riding the bus.
- Students whose parents are late picking them up are not allowed to sit out front to wait for a parent. They are directed to sit inside the building near the windows providing them a clear view of the front of the school. TK and Kindergarten students are brought directly to the office when parents are late. Parents who are habitually late retrieving their student(s), receive a letter from the principal.
- There are crossing guards located at the front of the school and traffic control signs in the front of the school to ensure the safety of students walking to and from school.
- Parents dropping off students at school should be aware that there is no supervision available before 8:15 am. School office hours are 7:30 am to 4:00 pm.
- Students enter through the main building entry upon arrival, and three gates during dismissal times.

Dismissal

- Students are dismissed from designated doors and gates. Those students in the After School program are to go directly to the designated meeting area.
- Students are expected to go directly home if going alone or are to leave with a parent, guardian, or babysitter. Students are not to wait on campus for peers or loiter on school grounds. Students are not to go to the adjacent park to loiter.

Supervision

- Adult supervision is provided by staff that includes, but not limited to the Campus Assistants.
- Supervision is provided 30 minutes before school and 20 minutes after.

TK and Kindergarten Students

- Students will be dismissed at the door or gate to an adult who will receive them.
- The child will be prompted if they know the adult, if the adult is recognized and the child can identify the adult, the child will be released to that adult.

Special Education Students in Special Day Classes

- Students will be escorted by the staff from the bus or gate to the class or cafeteria.

Closed Campus

- McAuliffe is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check-in at the office, sign in, and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from the school.

- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Traffic

- The school will consult with the Oxnard Police Department on issues of traffic.

Tardy/Late Policy

- School begins at 8:45 am.
- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, they will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.
- Excused absences include illness, medical/dental appointments, court appearances (for students), religious observations, or the death of an immediate family member.

Truancies

The following are considered truancies:

- Being absent from school without the knowledge and consent of the parent/guardian/school.
- Leaving the school grounds during the day without permission.
- Staying out of class without permission.

If a student is habitually late or absent from school, various measures may be followed including referrals to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requirements that parents attend parenting classes to fines and/or court appearances.

In all cases of truancy, students will be assigned appropriate consequences.

The Outreach Resource Specialist, Principal, and the Attendance Technician work together weekly to monitor attendance violations to ensure that administrative staff is aware of the accumulation of student tardies and/or absences.

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

Component:

Positive School Climate

At Christa McAuliffe we have high expectations for all students, parents, and staff. In classrooms, on playgrounds, and during all school activities, we follow behavior standards and rules with appropriate social expectations.

Element:

School-wide Positive Behavior Incentive Supports (PBIS)

Opportunity for Improvement:

- Minimize the amount of student referrals to office, minimize suspensions and maximize a positive behavior culture. Multiple PBIS Assemblies/Videos are held to share behavior expectations and celebrate success throughout the class.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Revise and implement a comprehensive school-wide positive behavior support system founded in the behavior positive support model of CHAMPS; Conversation, Help, Activity, Movement, Participation & Success for the common areas of the campus.</p>	<ol style="list-style-type: none"> 1. Hold student assemblies/videos to discuss behavior expectations 2. Provide staff with resources that emphasize components of the CHAMPS program 3. Posters placed around of CHAMPS and STAR expectations around the school and in common areas 	<p>CHAMPS/STOIC School-Wide Training for staff and students</p>	<p>School Principal, Outreach Resource Specialist, Counselor, PBIS Team</p>	<p>Office Referrals Staff Feedback Parent Feedback</p>
<p>Teachers, support staff, administration, parents and students will work together and build a sense of community.</p>	<ol style="list-style-type: none"> 1. Staff shall practice a code of ethics that embraces Cultural Proficiency 2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty, and fairness 3. Staff commitment to morning meeting/community circles to build community in the classroom. 4. Librarian reading weekly books with classes focused on community, cultural responsiveness, and diversity. 	<p>PBIS Team, Resources, Counselor</p>	<p>School Principal, Counselor, PBIS Team</p>	<p>Observation Panorama Survey</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop a plan to meet the needs of students who have social/emotional challenges.	<ol style="list-style-type: none"> 1. Use a referral system to identify students who may have these challenges 2. Get parent permission for student to see school counselor 3. Counselor will either conduct Social Skills counseling groups based on gender and age or provide one on one sessions 4. Outreach Resource Specialist can contract community resources for off site support for students and their families and/or provide parenting classes to the parents and guardians of the student 	Restorative Justice Practices Parent Classes Outside Agencies	Counselor, Outreach Resource Specialist	Panorama Survey Teacher Reports Observations Student Interviews Office Referrals
All Playground Supervisors and all Support Staff will be trained in NCI.	<ol style="list-style-type: none"> 1. Hold biweekly meetings with Playground Supervisors and all Support Staff to discuss student behavior. 2. District and site NCI training 	NCI District and Site Training for Staff	Principals	Sign-in Sheets
To Collaborate with Oxnard Police Department	<ol style="list-style-type: none"> 1. Hold Priority One drill with OPD present. 	Oxnard Police Department	School Principal, OPD, Outreach Resource Specialist, School's Safety Committee	Regular Visits Safety Drill Documents Evaluation of Parent Meetings
Implement Positive Behavior Interventions and Support (PBIS) to ensure school-wide positive behavior support and reduce suspensions as outline in the SPSA.	<ol style="list-style-type: none"> 1. Implement positive behavior strategies school-wide, "STARbucks" 2. Hold student assemblies/videos to discuss behavior expectations. 	PBIS Resources, Lesson Plans, Videos	PBIS Committee	Office Referrals Health Referrals Teacher Reports

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement school-wide guidelines for shared expectations and positive discipline approach for student conduct, safety and character: Show respect to every student and every adult, use words that compliment, help, and support people, settle differences peacefully, together, take care of the school, your belongings, and the belongings of others, always be where you supposed to be, always try to perform better than you did yesterday.	<ol style="list-style-type: none"> 1. Student assemblies to share school-wide expectations 2. Student recognition and praise for following school-wide guidelines 3. Classroom and school-wide use of CHAMPS 	Created Posters CHAMPS "STAR"Bucks	Staff	Office Referrals Panorama Surveys Counseling Referrals Parent Communication Teacher Reports
Reduce student/peer conflicts during recess and transition times.	<ol style="list-style-type: none"> 1. Identify areas of conflict 2. Provide resources for children during recess 3. Teach children how to resolve conflicts with peers 	Counselor, Campus Supervisors	Principal, Counselor	Office Referrals Data

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Ensure a safety drill is performed each month and a follow up meeting if necessary.
Notify all stakeholders of Safety Plan

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure that all school facilities are safe and in working order	1. Conduct walk-throughs 2. Submit and monitor Facility Work Orders	Safety Check-List and Observation	School Principal, Lead Custodian	Walk-Through Reports Work Orders
Communicate Safety Plan to all Stakeholders	1. Hold Parent-Community meetings to disseminate the information to all stakeholders. Meetings include School Site Council, ELAC, and Coffee with the Principal 2. Hold Staff Meetings informing staff of the School's Safety Plan	Agendas Minutes Hand-Outs Email	School Principal	Agendas Minutes
Ensure that all students and staff can be accounted for after the school building has been evacuated	1. Review school building evacuation and relocation for students in primary grades.	School Map	Staff	Evacuation Map

Component:

Disaster Preparedness

Element:

School Safety

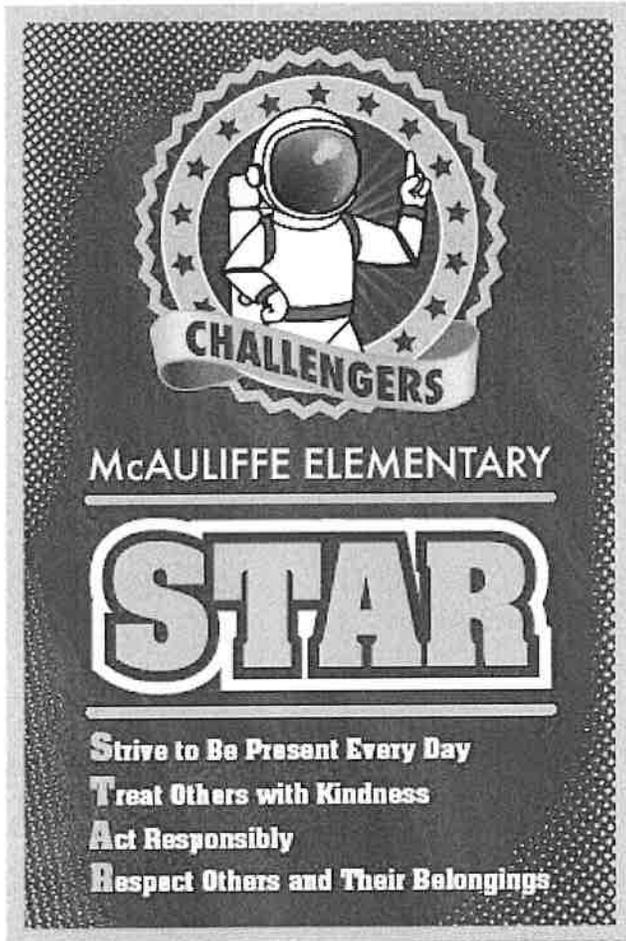
Opportunity for Improvement:

Ensure plan is communicated to all stakeholders and all involved are prepared for a disaster.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Disseminate School Safety Plan to all stakeholders	<ol style="list-style-type: none"> 1. Hold Parent-Community meetings to inform all parents and guardians of the procedures in case of an emergency/disaster 2. Classroom teachers to educate students in what to do and expect in case of an emergency/disaster 3. Hold meetings with all staff to inform everyone of the procedures in case of an emergency/disaster 	<p>Agendas Staff Meetings Parent Group Meetings</p>	<p>School Principal, Outreach Resource Specialist, School's Safety Committee</p>	<p>Agendas Minutes Disaster Drills Survey feedback</p>
Ensure the school's Emergency Operations Plan is implemented	<ol style="list-style-type: none"> 1. Hold monthly drills. 2. Train entire school staff on their responsibilities during an emergency situation 	<p>Calendar Handout</p>	<p>School Principal, Outreach Resource Specialist, School Safety Committee</p>	<p>Calendar Fire and Disaster Drill Report- completed form</p>
School-wide Disaster Preparedness	<ol style="list-style-type: none"> 1. Hold earthquake, fire and evacuation drills during school hours 2. Conduct lock-down drills 3. Hold regular meetings with all staff to review procedures 	<p>Oxnard School District Emergency Operations Plan Oxnard School District Comprehensive School Safety Plan Oxnard Police Department</p>	<p>School Principal, School Resource Officer, Office Manager, School's Safety Committee</p>	<p>School Safety Committee</p>
Conduct annual evacuation drills per year	<ol style="list-style-type: none"> 1. Safety Committee will meet regularly to review the effectiveness of current procedures 2. Make necessary changes to the plan and notify all school staff 	<p>Agendas Hand-Outs Email Survey feedback</p>	<p>School Principal and School's Safety Committee</p>	<p>Comprehensive School Safety Plan</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Christa McAuliffe Elementary School Student Conduct Code



PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents, and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

We want our students to develop a sense of values and to become:

- Caring
- Honest
- Responsible
- Well mannered and courteous
- Respectful
- Knowledgeable of right and wrong
- Fair
- Positive in outlook
- Compassionate
- Self-disciplined

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards, and consequences, so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.

- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff, and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior that will help each student become self-respecting, successful, and contributing adults.

PHILOSOPHY

A student's education is dependent upon a team effort involving the student, parents, and school personnel. Each member of the team has specific responsibilities that must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct concerning life at school. We want to be an extraordinary place of safety and a positive opportunity for everyone.

Expectations of Students - See Attachment for School-Wide Focus Guidelines

School-Wide focus Guidelines will be shown in promote locations throughout the campus.

- Attend school regularly and be on time for each class.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students, and the public in general.
- Do not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Ensure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for your child's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit the school periodically and participate in conferences as called.
- Know the district, school, and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline and control.

Expectation for Teachers

- Provide positive learning experiences appropriate for each student.
- Consistently enforce classroom rules, district rules, and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences and communication.
- Continually improve professional competencies in matters of student control and discipline.
- Develop an enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school, and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences that will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage, and promotes teaching and effective learning.
- Work closely with parent groups to design a Parent/Student/School Compact that outlines the responsibility and expectations for each group.

Student Conduct, Concerns, and Consequences:

Student conduct that prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in the prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off-campus;
- During, or going to or coming from, a school-sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises, such as the restrooms;
- Inappropriately using cellular telephones or electronic devices or failing to follow school policy outline in Parent/Student packet given out at the beginning of the year;
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices that threaten or cause damage to human life or property on school grounds or at school-sponsored events;

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or tobacco products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

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

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was Impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

The school's Safety Plan is annually reviewed for advisement by Faculty and Parent committees. The plan is approved by the School Site Council.

All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety. If at any time any of the stakeholders feel that the plan needs to be amended, the following process will be followed:

1. Safety Committee will be convened to discuss the issue.
2. Changes will be proposed.
3. Proposed changes will need to be reviewed and approved by the School Site Council.
4. Amendments will be made.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Via Marina Park
Address	3301 Keel Way, Oxnard, CA 93035
Contact	City of Oxnard
Phone Number	805-385-7995
Date of Agreement	

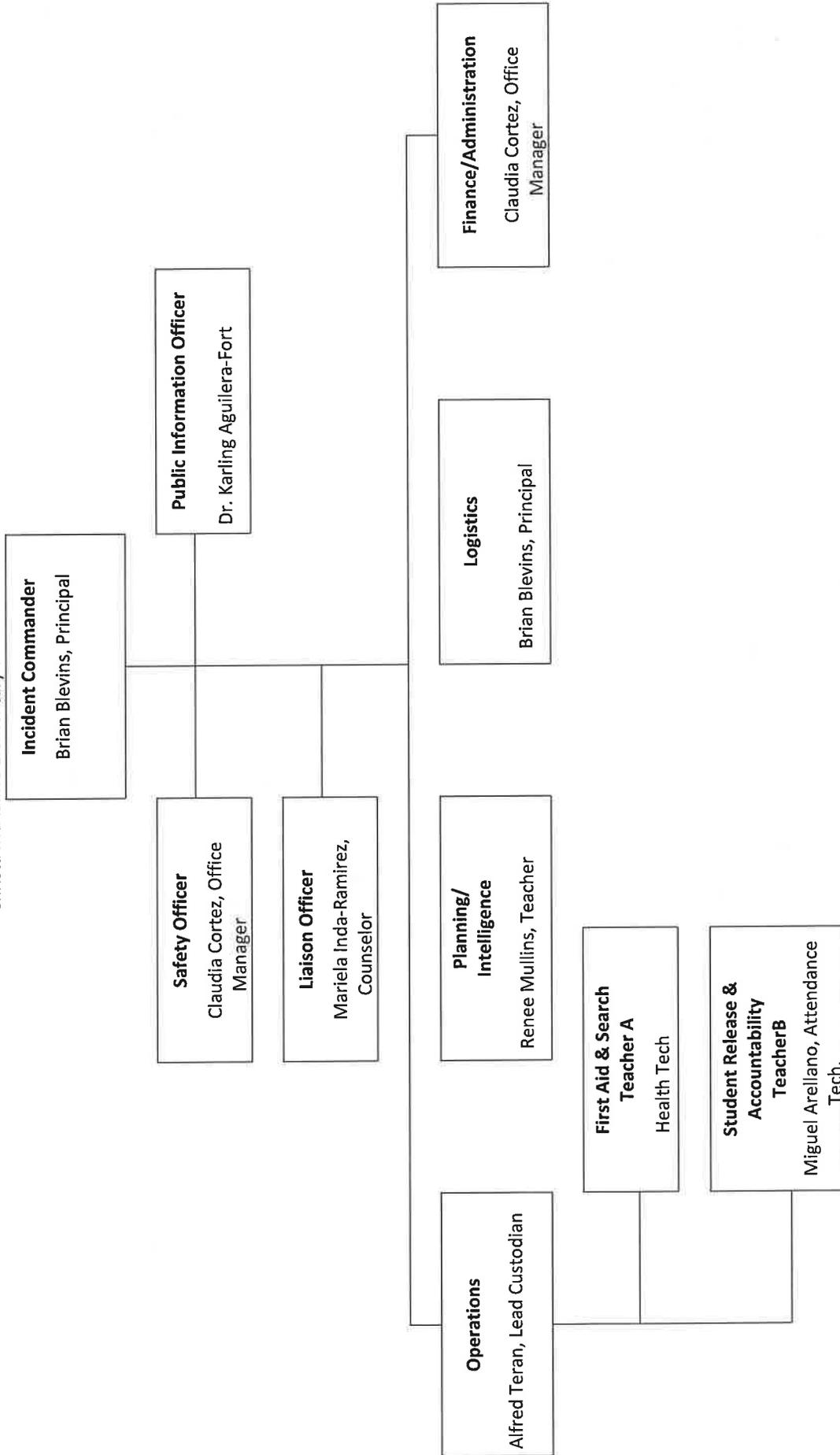
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Seaview Park
Address	951 Offshore Street, Oxnard, CA 93035
Contact	City of Oxnard
Phone Number	805-385-7995

Phone Number	
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Incident Command System (ICS)

Christa McAuliffe Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Christa McAuliffe Elementary School

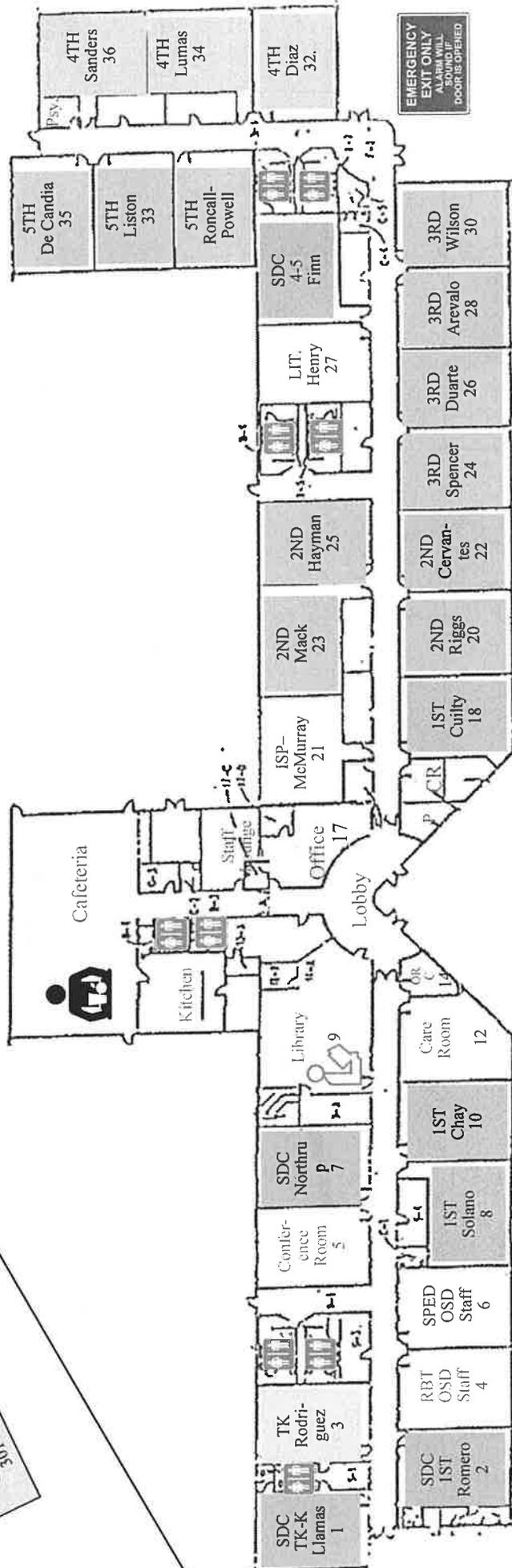
3300 Via Marina Ave
Oxnard, CA 93035

Updated 8/4/2021



ASP 210	ASP 209	Coordinator 208	Speech 207	Speech 206	Speech 205
ASP 209	Coordinator 208	Speech 207	Speech 206	Speech 205	Speech 205

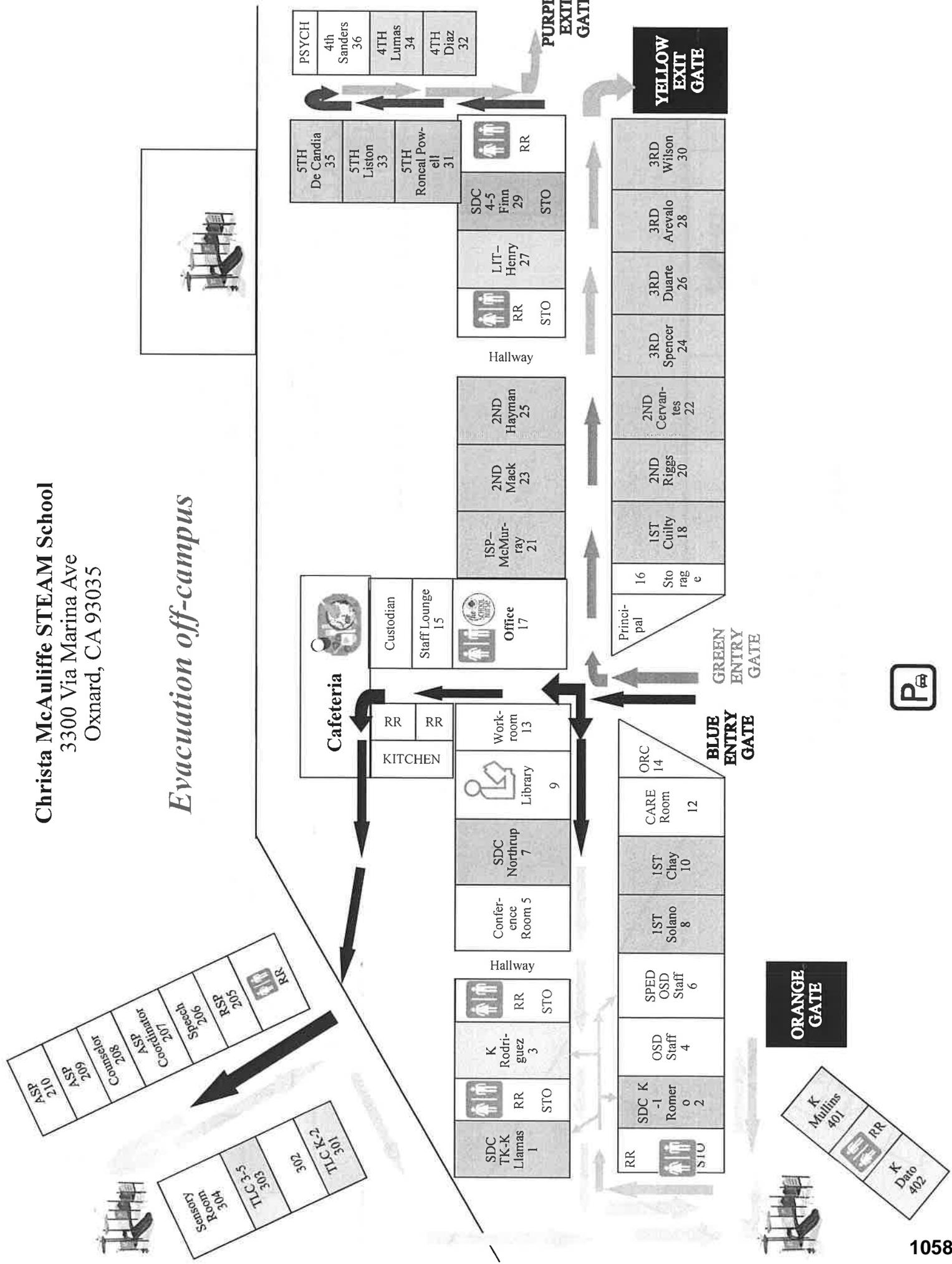
Sensory Room 304	TIC 3-5	Vacant 302	TIC K-2	Center 301
Sensory Room 304	TIC 3-5	Vacant 302	TIC K-2	Center 301



K Mullins 401	RR
K Dato 402	

Christa McAuliffe STEAM School
 3300 Via Marina Ave
 Oxnard, CA 93035

Evacuation off-campus

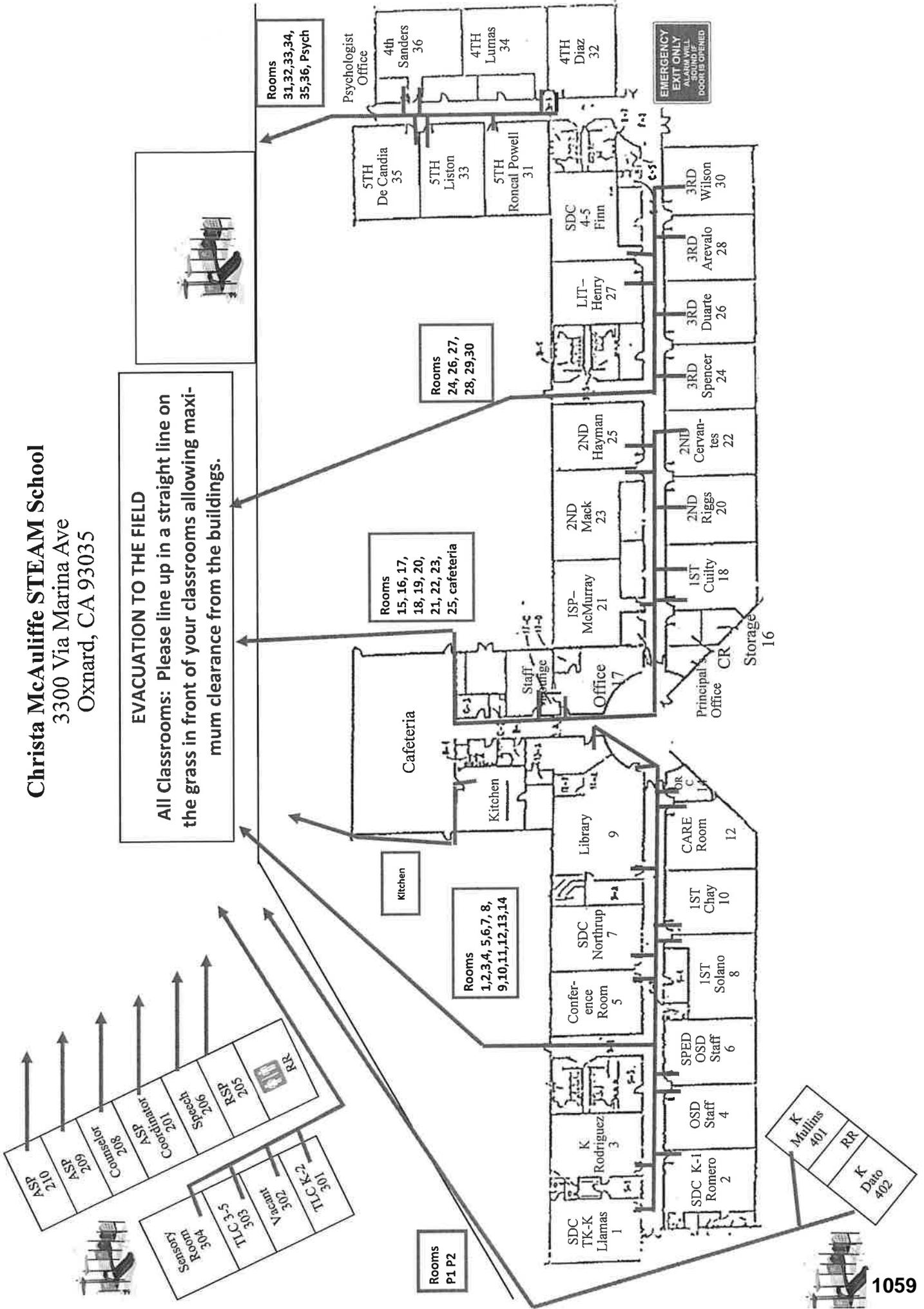


Christa McAuliffe STEAM School

3300 Via Marina Ave

Oxnard, CA 93035

EVACUATION TO THE FIELD
 All Classrooms: Please line up in a straight line on the grass in front of your classrooms allowing maximum clearance from the buildings.



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: McKinna Elementary School
CDS Code: 56725386055354
District: Oxnard School District
Address: 1600 South N Street
 Oxnard, CA 93033
Date of Adoption: February 12, 2022
Date of Review: -with Staff
 November 30, 2021
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Erika Ragan	Principal		12-17-21
Salvador Vasquez	After-School Program Site Coordinator		12/17/21
Elena Salgado	Counselor/SSC Chairperson		12/17/21
Dani Pisors	Librarian/Classified		12/17/21
Susana Lopez	Parent/SSC Member		1-20-22
Police Department Representative	Oxnard Police Department		e/a/pr
Petula Rodriguez	Outreach Specialist		12/17/21
Maria Aspera	Office Manager		12-17-21
Alex Romero	Lead Custodian		1-20-22
Fire Department Representative	Fire Department		2/3/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the McKinna Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At McKinna School, we support our district's motto, "Educate, Inspire, and Empower," and seek to find avenues within our students' learning journeys that lead them to become life-long learners, who have talents, skills, knowledge, and compassion to enrich our world. Our students are our future, and we commit to work together in partnership to bring about their ultimate well-being. We believe all stakeholders deserve a physically, emotionally, and mentally safe, secure, and positive learning environment through a caring, supportive staff, engaging curriculum, procedures, and training in order to accomplish the goals of high academic achievement and civic responsibilities.

The McKinna staff works to ensure each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially to develop to their fullest potential. We consider families to be our most essential partners in achieving this mission! The staff, parents, and students at McKinna School work together to support and maintain a safe and secure school environment that is conducive to learning and that provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, and a high level of academic achievement.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment through the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Students and families will continue to receive support through District funded support staff which includes the counselor, Outreach support, special education team and Social Worker. Staff receives training and guidance to ensure trauma informed practices are embedded throughout the school community.

Components of the Comprehensive School Safety Plan (EC 32281)

McKinna Elementary School Safety Committee

Erika Ragan (Principal), Dani Pisors (Librarian), Susana Lopez (Parent SSC Member), Elena Salgado (Counselor/SSC Chairperson), Petula Rodriguez (Outreach Specialist), Maria Aspera (Office Manager), Alex Romero (Lead Custodian), Salvador Vazquez (After School Site Coordinator), Police Department Representative and Fire Department Representative.

Assessment of School Safety

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment through the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide.

McKinna works closely with the Oxnard Police Department to create a safe school environment. The Oxnard PD supported our school with a 2 day parent training to ensure a safe student drop off every morning. Furthermore, they support with lock down drills and is present for any whole school evacuation off site. In addition, Risk Management provides comprehensive safety information to plan school wide safety drills including fire/evacuation, earthquake preparedness and lock downs.

Risk Management conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.

The Safety Team plan and debrief after every drill to ensure our students are safe. The team provides the rest of the staff with meaningful feedback on drills, playground safety, and ways to improve our ingress and egress.

All safety issues are reported by staff to administration as they are noticed to be handled by the lead custodian or through work orders to the district office. The lead custodian and the principal conduct a monthly safety inspection and submit a report to the DO of any concerns.

Office referrals and discipline issues are discussed with the PBIS team and staff in order to help analyze support and supervision needs. In addition, attendance reports are reviewed by principal, counselor, ORC, attendance tech and social worker.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail

the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational

environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

All students at McKinna will be held to the McKinna dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school's dress code policy.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

- Garments shall be sufficient to appropriately conceal undergarments at all times. (See through fabrics, halter tops, shoulder/low cut tops, short skirts or shorts shorter than mid-thigh and bare midriffs are prohibited.)
- Articles of clothing, jewelry, accessories, and other personal items, shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug alcohol or tobacco advertising, which advocate racial ethnic, religious prejudice or are affiliated with gangs.
 - Metal accessories and jewelry that present a hazard to the health and safety are prohibited.
 - Oversized clothing is inappropriate and must not create a safety hazard during physical activity.
 - Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.
 - Exceptions to dress code can only be made for medical, health reasons, and/or religious beliefs.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes. Parents and Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

School Hours

- The regular student day is from 8:10am to 2:20 pm. for students from grades 1-5. The regular school day for kindergarten students is from 8:10 am to 1:27 pm. (with the exception of attending before or after school intervention classes, the After School Program, or early release days.

- Upon arriving at school, students are to immediately come onto campus through the front school gates.
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding the bus.
- Parents dropping off students at school should be aware that there is no supervision available before 7:40 am. School office hours are 7:30am to 4pm.
- Students enter through front gates off of South N Street and J Street upon arrival, and the same gates during dismissal times.

Closed Campus

- McKinna is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:10 am.

- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission

If a student is habitually late or absent from school, various measures may be taken including referral to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents. In some cases of truancy, students may face disciplinary action that may include after school detention depending on circumstances.

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

Component:

Positive School Climate

Element:

School-Wide Positive Behavior Support

Opportunity for Improvement:

Site-based response see examples below.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>To encourage "Positive School Climate," All students will have access to positive behavior support systems through Safe & Civil Schools. PBIS guidelines, rules & expectations will be taught and modeled. Restorative approaches such as Toolbox & CHAMPS will be utilized to help teach self-regulation and self control. Positive behavior will be reinforced by Catch of the Day cards, and certificates given at awards ceremonies.</p>	<p>Principal, Classroom Teachers, Counselor present to classes and at assemblies - opening climate assemblies, anti-bullying assemblies, assemblies to reinforce and teach school wide expectations for success.</p>	<p>Staff</p>	<p>PBIS Team Members & Outreach Specialist and Counselor</p>	<p>Principal will use the number of referrals to evaluate if our objective is being met. Our goal is to decrease the number of behavior referrals from one year to the next.</p> <p>Panorama survey results will be used to evaluate how safe and connected students feel to school.</p>
<p>Teachers will identify exemplary students.</p>	<p>Awards assemblies 3-4 times yearly to recognize exemplary students.</p>	<p>Certificates and peace signs purchased from Oriental Trading.</p>	<p>PBIS Team, Principal, Counselor</p>	<p>Principal will use the number of referrals to evaluate if our objective is being met. Our goal is to motivate student to make good decisions and decrease the number of behavior referrals from one year to the next.</p> <p>Panorama data used to see how connected to school students are feeling.</p>
<p>All students and staff will participate in PBIS Safe & Civil Schools protocols and Toolbox. New teachers trained.</p>	<p>VCOE trainer trains teachers teachers who were not trained. Some staff members can be trained through site and district resources.</p>	<p>Handouts from workshop. Posters were created by the staff and will be posted in hallways, on the playground and in the cafeteria.</p>	<p>PBIS Team, Principal, Counselor</p>	<p>Student will have tools and strategies to have self control and make good decisions throughout the day. This will result in less behavior referrals throughout the school year.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Restorative discipline model implemented which includes reflective questions and conflict mediation strategies practiced with students.	Principal and Counselor lead and model for students. Reflection documents made available for teachers.	Reflection forms, Toolbox resources	PBIS Team, Principal and Counselor	<p>Panorama survey data will be used to see how safe and connected students feel.</p> <p>Behavior referrals will be used to evaluate if our restorative efforts are allowing students to solve conflicts in a positive way.</p> <p>Counselor will provide information based on number of students serviced who benefit or use restorative strategies.</p>
Develop and implement a comprehensive schoolwide positive behavior support system founded in the behavior positive support model of CHAMPS: Conversation, Help, Activity, Movement, Participation & Success for the common areas of the campus.	<ol style="list-style-type: none"> 1. Hold regular meetings with McKinna's Safety Committee 2. Conduct school-wide training 3. Identify a way to disseminate school-wide behavior expectations 4. Reduce the amount of referrals due to negative behavior 5. Provide staff with resources that emphasize components of the CHAMPS program. 6. Hold student assemblies to discuss behavior expectations 	Champs and Toolbox School Wide Training for staff and students	PBIS Team, including Principal, Counselor, ORC	Office referrals Staff Feedback Parent Feedback
Teachers, support staff, administration, parents and students will work together and build a sense of community.	<ol style="list-style-type: none"> 1. Staff shall practice a code of ethics that embraces Cultural Proficiency. 2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty and fairness. 	PBIS resources, Counselor, PBIS Team	Counselor, Support Staff, PBIS team	Observation PBIS survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop an MTSS model including COST and SST process to meet the needs of students with social -emotional challenges.	1. Use a tiered system with wrap around services to identify students who are in need of intervention to include possible counseling services and services beyond school counseling. 2. Outreach Consultant can contract community resources for off site support for students and their families and/or provide PPP classes to the parents and guardians of the student.	VCBH Social Worker Counselor ORC PBIS team Student Support Team	Counselor, ORC, Social Worker, PBIS Team, Student Support	Pre and Post measures Teacher reports & observations Office referrals Student interviews
Teachers, Campus Supervisors and support staff trained in the PBIS-CHAMPS model including Toolbox.	1. Meetings & trainings with teachers, staff, Campus Supervisors to discuss support strategies and student concerns	CHAMPS, PBIS, Toolbox resources	Principal, ORC, Counselor	Agendas Office Referrals

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Site-based response (See examples below)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff will be familiar with new terminology included in Lockdown Procedures distributed by OPD.	Email new terminology and lockdown procedures to staff.	Oxnard Police Department Handout	Safety Team, Principal	Staff will know what to do in a lockdown.
After School Program will participate in lockdown drills to ensure safety of students throughout the regular and extended school day.	Inform ASP staff of McKinna lockdown drill procedures. Meet with ASP staff to schedule a drill. Follow up with ASP staff to see how drill went.	Oxnard Police Department Handout	Safety Team, Principal	Oxnard Police Department will give feedback to staff after drills have been completed.
Keep children safe while crossing streets. Teachers talk to students about crosswalk safety.	Crossing Guard on J street crosswalk, Teachers reinforce safety	Oxnard Police Department and the City of Oxnard.	Safety Team, Principal	OPD, Crossing Guard will provide feedback on our ingress and egress.
Staff representatives attend at least one of 3 Disaster trainings: Medical, Reunification, or Search & Rescue.	Attend Safety trainings and share with remainder of staff	SERT: School Emergency Response Team	Safety Team, Principal	Safety team organize & evaluate school wide practice drills
Principal and team will learn how to de-escalate situations where students become agitated and if necessary, practice safe restraint methods	Attend NCPI training.	SELPA NCPI Trainings	Campus Supervisors, Safety Team, Principal	Staff will be able to address situations where students become highly agitated using best practices.
Keep students physically, emotionally and mentally safe at school.	Staff will be informed about their responsibility to report suspected child abuse and neglect. OPD and Social worker will provide support.	Oxnard Police Department, Counselor, ORC and Social Worker.	Principal	Principal will review monthly reports of referrals from the ORC, counselor and social worker and parent concerns.
OPD is available on call for support, including conducting traffic safety assessment, Active Shooter training & Lock Down drill evaluation.	Active Shooter training yearly; Conduct Lock down drills with OPD support; Traffic assessment support	OPD, Risk Management, Teachers	Principal, Risk Management, OPD	Teachers and staff will provide feedback on ingress, egress and drills.

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Site-based Response

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure that the campus is safe from unwanted intruders.	Closed campus and sign in procedures, monitor entrance gates.	Campus Supervisors	Principal/Office Manager	Gates will remain locked.
All students and staff members will be familiar with safety procedures.	Monthly fire drill and bimonthly earthquake and lockdown drills will be scheduled and all students and staff will participate.	Great Shakeout Earthquake simulation.	Principal and Office Manager	Students and staff will demonstrate safe behavior during drills. Teachers and staff will be asked to provide feedback.
Teachers will be familiar with techniques for search and rescue, emergency first aid, fire containment and lockdown procedures	Safety Team sharing best practices from SERT trainings.	Oxnard Fire Department and Oxnard Police Department.	Members of the Oxnard Police Department and Principal.	Teacher debriefing and response.
Staff members will attend disaster training for medical, reunification and search and rescue. School emergency response team training series. (SERT)	All members of the safety team and additional staff members attended at least one of the three trainings. Lead safety team members attended all 3 trainings.	School Emergency Response Team Training coordinated through Risk Management	Principal and Safety Team	Utilized training to set up teams and structure site practice drills which include reunification procedures.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

McKinna Elementary School Student Conduct Code

McKinna Elementary school is committed to teaching, modeling and enforcing high standards of conduct and will assign consequences for misbehavior in order to foster the life skills of Trustworthiness, Respect, Responsibility, Caring, and Citizenship, and to ensure schools is a safe, healthy learning environment for all students. A progressive discipline model provides the opportunity to teach appropriate behavior through the use of intervention and a corrective action. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. Corrective action taken by the administrator shall take place per Ed Code guidelines after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus. McKinna utilizes a restorative model based a Positive Behavior Intervention System through Safe and Civil Schools. In addition, students are taught to utilize Toolbox Tools to reinforce social-emotional development and peaceful problem solving.

Staff, parents, and students at McKinna Elementary School work together to support and maintain a safe and secure school environment that is conducive to learning and that provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, while attaining high academic achievement. The staff works collaboratively to ensure that all students receive a quality instructional program. By the time students leave fifth grade, we want them to have the foundational academic and social skills needed to be successful in the future—namely the ability to think critically and creatively about the personal and societal choices that face them. We celebrate the diversity of our student body and feel that all children benefit from knowing, learning about and experiencing other languages and cultures. McKinna is a learning community where families are active partners and student needs drive all decisions.

School Wide Expected Behaviors are reinforced throughout the year to promote a positive and healthy learning environment. Below are the 5 expectations that are communicated to students, staff and families.

Be Safe. Be Respectful, Be Responsible, Be Kind, Make Wise Choices McKinna reinforces these Positive Behavior Guidelines for fostering a healthy and safe learning environment through weekly announcements and assemblies 5 times yearly. In addition, McKinna teaches Toolbox strategies to help students develop social-emotional problem solving strategies. These strategies and support resources are shared with families throughout the year.

In addition, McKinna is building a healthy school culture and climate through the restorative practices model. Restorative Practices effectively foster supportive and safe school climates by preventing, addressing, and changing behaviors that hurt individuals, families, schools, and communities. Because they provide structures and skills needed to create and maintain positive relationships, Restorative Practices help strengthen the communication between adults on campus. They are also the preferred approach to address student behavior issues because they reflect the importance of relationships among students and between teachers and students. These approaches provide students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to experience making amends in such a way that strengthens community bonds that have been damaged. On a Restorative Practices continuum, informal practices include affective statements and questions that communicate peoples' feelings, and allow for reflection on how one's behavior has affected others. Impromptu restorative dialogues and circles are more structured, while formal conferences require more preparation and include more representation from the community such as family members. Restorative Practices are used in the classroom to help create a caring and supportive environment with a focus on relationship building.

When a student causes harm, reflective dialog is facilitated by support staff that includes conversation to evoke reflection on how the behavior has affected others. In addition, restorative dialogues take place which are structured conversations to resolve conflict or appreciate others and asks some version of the following questions:

1. From your point of view, what happened?
2. What do you remember thinking or feeling at the time?
3. How have you and others been affected?
4. What feelings and needs are still with you?
5. What do you think should happen next? What will help us solve the problem? What tools can be used next time to prevent this problem?

McKinna plans to introduce Classroom Circles which are group discussion format which is a mainstay of Restorative Practices and can be used in a variety of ways including but not limited to: Building community, Making agreements, Solving problems, Exploring class material.

McKinna also utilizes Restorative Discipline and Other Means of Correction- More formal actions to maintain high behavioral expectations for which all students are held accountable and may be used in lieu of, or in addition to, traditional means of discipline such as suspension that may include: Restorative conferences, Behavior support plans, Peer mediation, Community service, Referrals to counseling, mentoring, or after-school programs.

We want our students to develop self-regulation, growth mindset, a sense of values and to become:

Caring
Honest
Responsible
Well mannered and courteous
Respectful
Knowledgeable of right and wrong
Fair
Positive in outlook
Compassionate
Self-disciplined

BELIEFS

We believe our rules and procedures will:

Provide a starting point for behavior and conduct expected.

Provide a framework of expectations, rewards, and consequences, so we can be consistent and fair in disciplining students.

Promote overall school safety and security for each student.

Demonstrate our agreement and commitment to developing self-discipline and responsible youth.

Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.

Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a team effort involving the student, parents, and school personnel. Each member of the

team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct concerning life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Attend school regularly and be on time for each class.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Respect the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Ensure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for your child's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit the school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline and control.

Expectation for Teachers

- Provide positive learning experiences appropriate for each student.
- Consistently enforce classroom rules, district rules, and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences and communication.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.
- Work closely with parent groups to design a Parent/Student/School Compact that outlines the responsibility and expectations for each group.

Basic School Guidelines and Rules

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect the school and private property.
- Engage in activities without "body contact."
- Follow all school, playground, and rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns, and Consequences:

We have established clear expectations to teach, model and encourage positive behavior and to promote student success through school wide attributes: Be respectful, Be responsible, Be Safe, Be Kind, Make Wise Choices. We view behavior as a means of communicating needs. Students who make unsafe and disruptive choices are coached through a reflection process to help them understand the consequences of their actions, to make amends and plan for safe and responsible future actions.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school-sponsored activity.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes in order to ensure the safety of students and staff. The committee meets monthly to review and make necessary recommendations and changes. All changes are brought to the attention of the staff and stakeholders at meetings. The completed plan will be distributed to team members by email and printed copies for review. Parents and teachers have been invited to participate in the review and revision of the plan. The plan will be translated into Spanish to make it accessible to the majority of parents. A copy of the school plan will be available in the school office for review. The plan is reviewed in January by the SSC and submitted to the School Board for review and approval in February.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District’s Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District’s planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

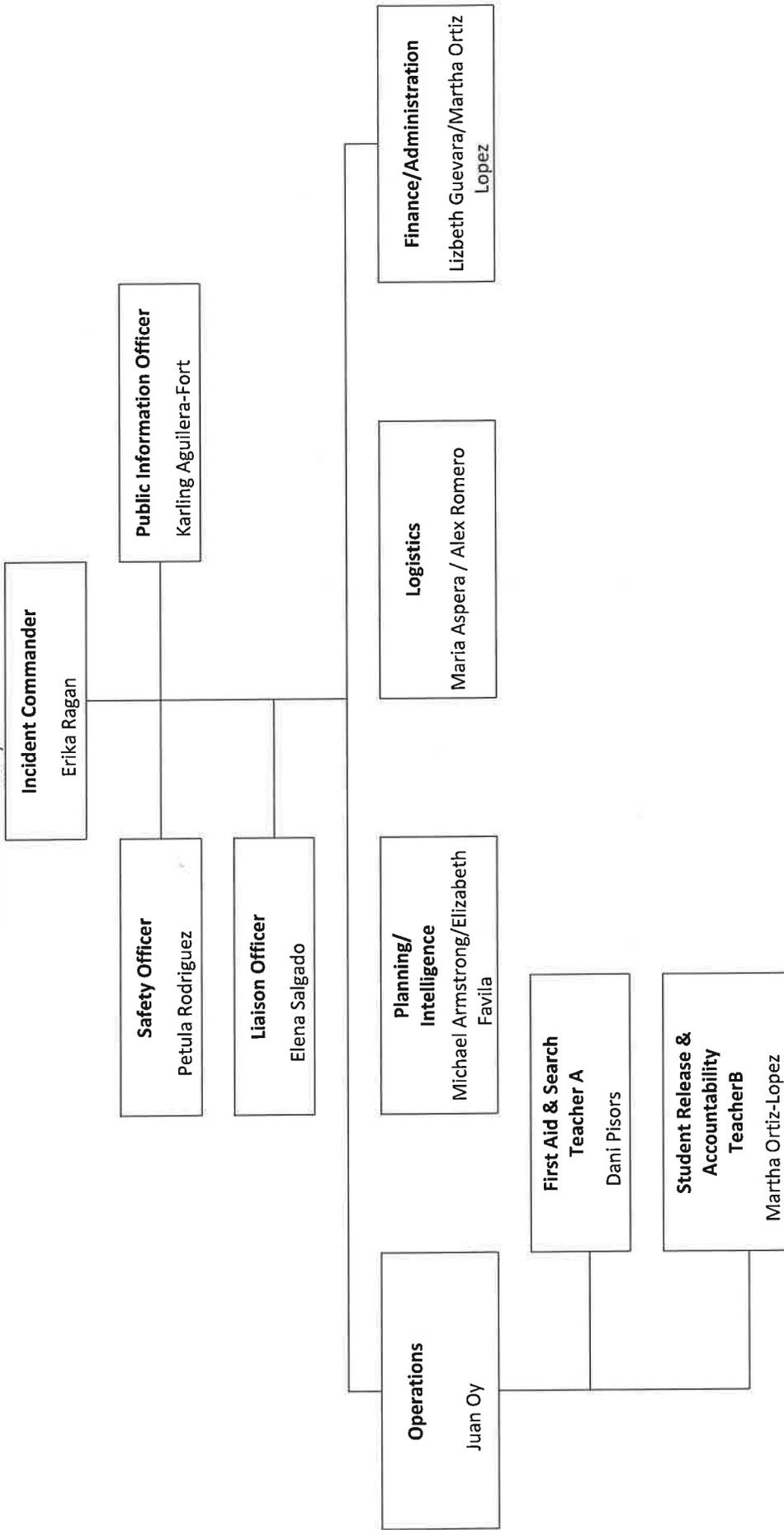
Organization	Haydock Middle School
Address	647 Hill St, Oxnard, CA 93033
Contact	Principal
Phone Number	(805) 385-1545
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Durley Park
Address	800 Hill St; Oxnard, California 93033.
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	
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Incident Command System (ICS)
McKinna Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from and infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

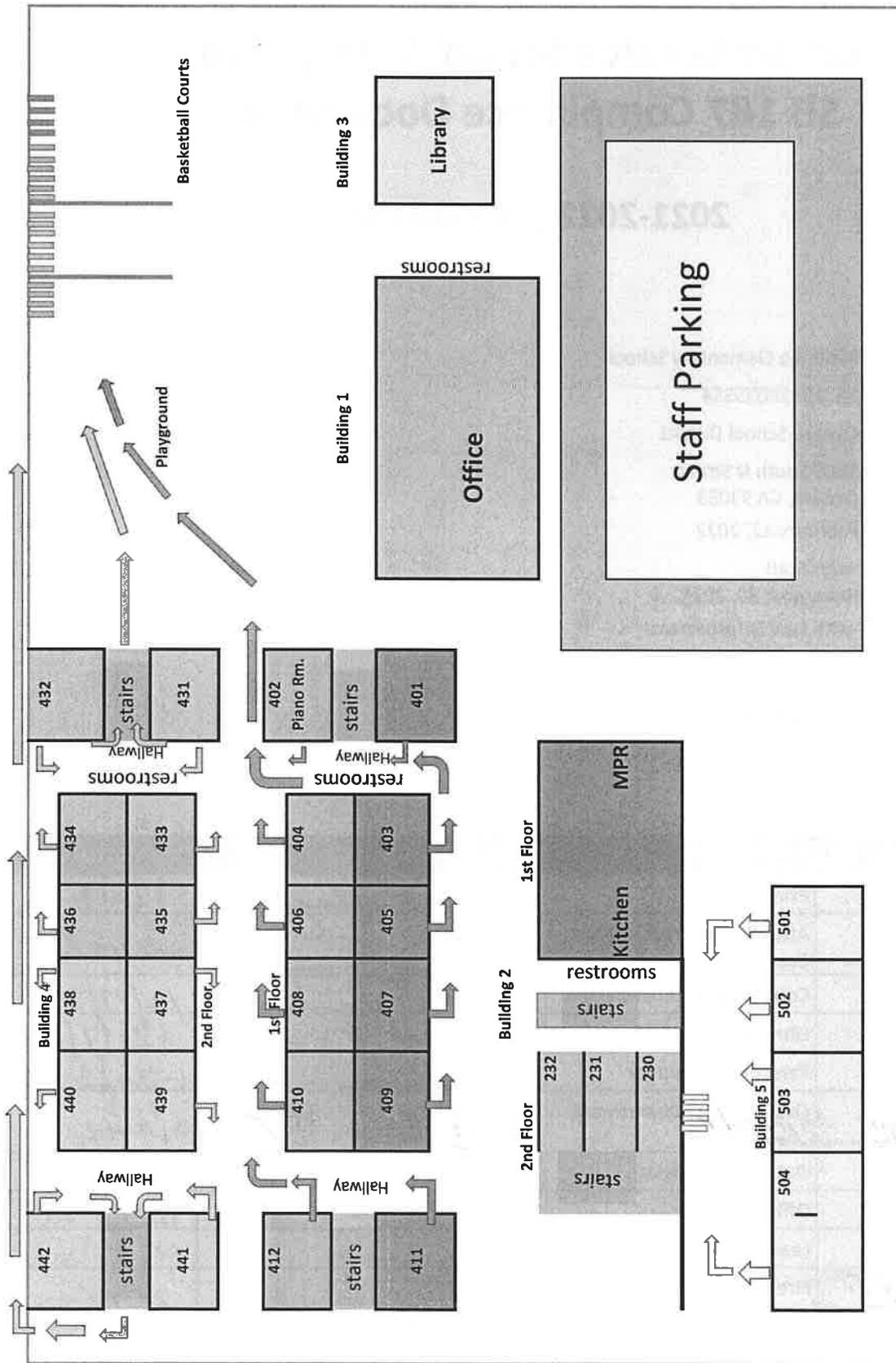
Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

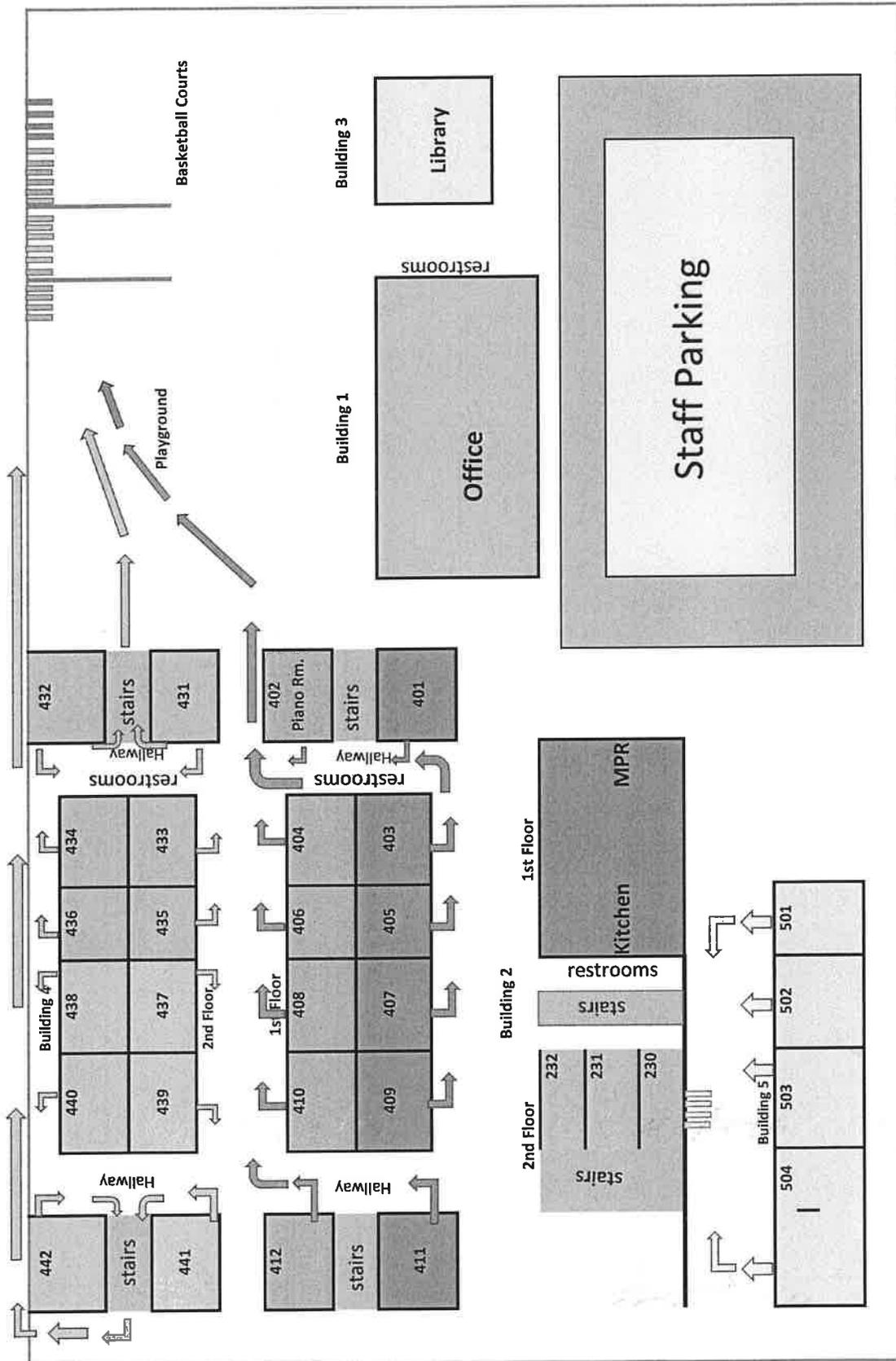
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask



McKinna Elementary School

1600 South N Street

Oxnard, CA 93033



McKinna Elementary School

1600 South N Street

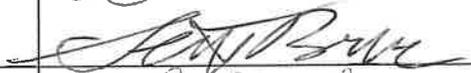
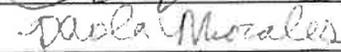
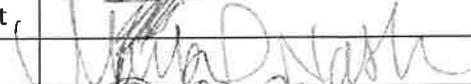
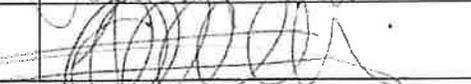
Oxnard, CA 93033

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Ramona Elementary School
CDS Code: 56725386055362
District: Oxnard School District
Address: 804 Cooper Road
 Oxnard, CA 93030
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 11/28/2021
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Dr. Andres Duran	Principal		
Fire Department Representative <i>SCOTT BREWER</i>	<i>OXNARD FIRE DEPT.</i>		2/3/22
Paola Morales	School Site Council Chair		
Claudia Martinez	Site Safety Committee Representative		
Maria Romero	Site Safety Committee Representative		
<i>Teodora Garcia</i> Claudia Magallon	ELAC Committee President		
Maribel Nash	ORC		
Jeffrey Carranza	School Safety Committee Representative		

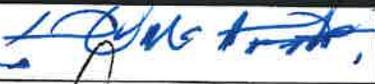
Name	Title	Signature	Date
Police Department Representative	Emergency Service Director for Oxnard		2/4/22
Fernando Ayala	After-School Program Site Coordinator		
Jose Llamas	School Safety Committee Representative		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Ramona Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Ramona's Vision - Empowering Ramona Elementary students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning.

Ramona Mission provides a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

The social-emotional development, health and well-being needs of students will be met in a learning environment that is safe, drug-free, and conducive to learning.

Ramona School is committed to the following:

- Guide students to become globally responsible citizens using technology and collaboration to develop critical, independent thinkers and leaders.
- Provide a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, intellectual growth, and development.
- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other.
- Provide opportunities for family and community to participate in school committees and events.
- Create an environmentally responsible campus.

Attend professional development that enhances our understanding of research-based practices

Continue to provide and support educational and social-emotional services due to the COVID19 pandemic.

Components of the Comprehensive School Safety Plan (EC 32281)

Ramona Elementary School Safety Committee

Oxnard Police Department Representative, Claudia Magallon (ELAC President-) Maribel Nash (ORC), Claudia Martinez (Counselor), Martha Amezcua (Teacher), Maria Romero (Teacher), Dr. Andrés Durán (Principal), Jeffrey Carranza, Office Manager, Police Department Representative, After-School Coordinator

Assessment of School Safety

As a measure of assessment, staff, Classified and Certificated, Parents, and Community members provide input and feedback on campus safety. These are our findings:

Students and staff have the right to a safe and secure campus free from physical and psychological harm. School administration and staff are committed to maximizing school safety, creating a positive learning environment that teaches violence prevention strategies and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted, and necessary changes are made by either school personnel or district personnel. The Lead Custodian and the Principal conduct monthly safety inspection and submit information to the District Office. The principal plans and executes monthly lock-down drills and fire and earthquake drills to prepare staff and students. Any safety issues are reported by staff to the administration as they are noticed and handled by the Lead Custodian or through work orders to the district office.

The school safety assessment was a review of:

- Office Referrals
- Attendance Rates/School Attendance Review
- Suspension/Expulsion Data
- Panorama Survey
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

After reviewing current policies in place at Ramona School, the following areas need to be addressed:

Behavioral expectations there was a surge of behaviors in the playground (before the COVID19 Pandemic, which prompted school closure), which was addressed by further separating the grades during recess.

No data is available from the 2020-2021 school year. Concerns from the prior year included areas such as the cafeteria, bathrooms, and hallways. These are still areas where students congregate and therefore continue to be monitored.

Although we do not have many students with absences, we continue to monitor attendance and refer to SARB students as needed.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FORS SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

At the beginning of the year, teachers are provided with time to review student records, and when students enroll late they are also provided with the opportunity to review the cumulative folder.

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student, or another person at school or any school-related activity is prohibited. The principal and school staff will ensure that students receive age-appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed. School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District. Failure to Report: Any employee who engages in, permits, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse. School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate. Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process."

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All Students at Ramona Elementary will be held to the Ramona School Dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing it into appropriate clothing. Students can call their parents or guardians to bring appropriate clothing to school and change to adhere to the school dress policy.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

Ramona Elementary School endorses the principle that students' dress and grooming are the students' and parents'/guardians' responsibility. Good taste and good grooming are part of the socialization and learning process. School dress codes are annually reviewed by the School Site Council and/or School Safety Committee following the education policies board.

All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Schools have the authority under state law to restrict the wearing of clothes that could be considered "gang" attire or disruptive to the learning environment.

DRESS STANDARDS

Full Site Dress Code Policy

+California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to prepare for school properly, or shall be required to prepare himself for the schoolroom before entering.

+Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the school environment's health and safety if worn or displayed on a school campus. (Education Code 35294.1)

+DRESS CODE COMMON SENSE RULE:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
 2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate racial, ethnic or religious prejudice. Any clothing, jewelry, or personal items that interfere with schoolwork; create disorder or disrupt the educational process, are not allowed.
 3. Walking shorts are permissible and must be at least mid-thigh in length or reach the tip of the middle finger as measured against the shorts or whichever is longer. All sportswear-type shorts, bike shorts (spandex), frayed shorts, shorts with holes, or short-shorts are unacceptable. Shorts that stop between mid-calf and the knees, worn with long white socks, are considered gang attire and may not be worn. There must be a least four inches between the top of the socks and the bottom of the shorts.
 4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited. Over-sized clothing is inappropriate. Clothing may be no longer than one size larger than the appropriate size. Pants must stay up on the hips without the use of a belt and should not cover shoes. Shirts longer than mid-thigh in length must be tucked in pants.
 5. Gym shorts may not be worn in classes other than physical education.
 6. Over-sized clothing is inappropriate. Clothing may be no longer than one size larger than the appropriate size. Pants must stay up on the hips without the use of a belt and should not cover shoes. Shirts longer than mid-thigh in length must be tucked in pants. Hair shall be clean and neatly groomed. Accessories and jewelry, which present a hazard to health or safety, are prohibited. Ear gauges, nose rings, and lip rings may not be worn while on campus.
 7. Hats, caps, and other head coverings shall not be worn indoors.
 8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
- Students who violate the dress policy will be requested to correct inappropriate clothing or call home to have proper clothing items brought to school. If available, "loaner clothes" may be given to replace inappropriate clothing.

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

The safety committee continuously assesses the school's needs regarding the safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parents' concerns and ideas are considered when making any changes to improve student/campus safety. Also, parents/guardians are asked to provide emergency contact information for their children at the beginning of the year. They are asked to make updates as soon as possible when contact information changes. Parents/guardians are responsible for providing the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

Office hours are from 7:30 to 4:00 p.m.

The student day is from 8:10 a.m. to 2:20 p.m. (Transitional Kindergarten (TK) and Kindergarten are from 8:10-1:27 p.m.).

Supervision at the school site begins at 7:30 a.m.

Parents are not allowed on campus unless they are accompanied by a school escort and have checked in through the front office.

Currently, no visitors are allowed on campus due to covid restrictions and OSD policy.

Students must be at the front door by 8:07 a.m. They are encouraged to be on the playground before that time to line up with their class.

Once students arrive on campus, they proceed directly to either the cafeteria for breakfast or onto the playground.

Students are not allowed to loiter on campus after school. Students are allowed on campus after school to participate in after-school tutoring classes, team sports, or attend the after-school Oxnard Scholars program.

Students whose parents are late, picking them up, cannot sit out front to wait for a parent. They are directed to sit inside the building near the windows, providing them a clear view of the school's front. TK, Kindergarten, first, and second students are brought directly to the office when parents are late. Parents who are habitually late retrieving their student(s) receive a letter from the principal. Crosswalks are marked with traffic signs.

Closed Campus, Ramona Elementary is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.

- Staff continuously monitors all students' safety upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check-in at the office, sign in, and obtain a visitor's pass/badge.

Leaving Early

- Students may leave campus before dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from the school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, be noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:10 am.

- If the student arrives after the tardy bell, the student must check into the office before going into the classroom. The student will receive an excused/unexcused tardy slip and be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Various measures may be followed for a habitually late or absent student, including referrals to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requirements that parents attend parenting classes to fines and/or court appearances.

In all cases of truancy, students will be assigned appropriate consequences.

The Outreach Consultant, Principal, and the Attendance Technician work together weekly to monitor attendance violations to ensure that administrative staff is aware of the accumulation of student tardies and/or absences.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include illness, medical/dental appointments, court appearances (for students), religious observations, or an immediate family member's death.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

At Ramona we have high expectations for all students, parents, and staff. In classrooms, on playgrounds, and during all school activities, we follow standards and rules with appropriate social emotional expectations.

Element:

School wide Positive Behavioral Intervention and Support (PBIS)

Opportunity for Improvement:

Minimize the amount of student referrals to office, minimize suspensions and maximize a positive behavior culture.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Develop and implement a comprehensive schoolwide positive behavior support system founded on the behavior positive support model of CHAMPS; Conversation, Help, Activity, Movement, Participation & Success for the common areas of the campus.</p>	<ol style="list-style-type: none"> 1. Hold regular meetings with Ramona's Safety Committee 2. Conduct school-wide training 3. Identify a way to disseminate school-wide behavior expectations 4. Reduce the number of referrals due to negative behavior 5. Provide staff with resources that emphasize components of the CHAMPS program. 6. Hold student assemblies to discuss behavior expectations. 	<p>CHAMPS School-Wide Training for staff and students</p>	<p>School Principal, Outreach Specialist, Counselor</p>	<p>Office Referrals Staff Feedback Parent Feedback</p>
<p>Teachers, support staff, administration, parents, and students will work together and build a sense of community.</p>	<ol style="list-style-type: none"> 1. Staff shall practice a code of ethics that embraces Cultural Proficiency. 2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty, and fairness. 	<p>Cultural Proficiency Training</p>	<p>School Principal Observation</p>	<p>Observation Reports</p>
<p>Develop a plan to meet the needs of students who have social/emotional challenges.</p>	<ol style="list-style-type: none"> 1. Use a referral system to identify students who may have these challenges 2. Get parent permission for the student to see the school counselor 3. The counselor will either conduct Social Skills counseling groups based on gender and age or provide one on one sessions 4. Outreach Consultant can contact community resources for off-site support for students and their families or provide PPP classes to the student's parents and guardians. 	<p>Second Step program PPP Classes City Impact-Interface Panorama</p>	<p>School counselor and Outreach Coordinator</p>	<p>Pre and Post measures Teacher reports Observations Student Interviews Number of referrals All Playground</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
All Playground Supervisors and all Support Staff (Media Technician, Office Personnel, Custodians, etc.) will have the opportunity to be trained in the behavior model of CHAMPS	1. Offer CHAMPS training for all staff, specific to their role 2. Hold Monthly Meetings with Playground Supervisors and all Support Staff to discuss student behavior.	CHAMPS School-Wide, Safe and Civil Schools Training for staff and students	School Principal and Outreach Coordinator School's Safety Committee	Hand-Outs
Support Staff with classroom/site Progressive Discipline	Provide classroom/site Progressive Discipline	Progressive Discipline List/Chart	Principal and Counselor	Feedback from Staff Feedback from parents
Provide opportunities for students who need to de-escalate a trained staff member to assist them.	Train Playground Assistants with NCI Training	VCOE and OSD Training	Principal and School Office Manager	Certificate of Completion
Provide opportunities for Staff to receive an EpiPen training.	Train staff with EpiPen Training	District Nurse (District Training)	Principal and School Office Manager	Certification of Completion
Increase attendance and decrease student tardies.	Revise Attendance Incentive Program individualized and classroom	Current Incentive Program ORC School Funding	ORC, Attendance Clerk	Staff feedback Student and Parent feedback
Increase school Connectedness to or above 75% as measured by the 5th grade School Climate and Student Well-Being Survey (Panorama)	Provide student activities to engage in meaningful activities, such as Basketball, Cheer, Track, Talent Show, and student leadership club. In addition to providing teachers the opportunity to engage students across grade levels through direct and indirect supervision.	Panorama	Principal and Counselor	Panorama

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school Caring Adults in School to or above 80% as measured by the 5th grade School Climate and Student Well-Being Survey (Panorama) Increase school Meaningful Participation to or above 55% as measured by the 5th grade School Climate and Student Well-Being Survey (Panorama)	Provide student activities to engage in meaningful activities, such as Basketball, Cheer, Track, Talent Show, and student leadership club. In addition to providing teachers the opportunity to engage students across grade levels through direct and indirect supervision.	Panorama	Principal and Counselor	Panorama

Component:

Safe Physical Environment

Element:

Implementation of Comprehensive School Safety Plan

Opportunity for Improvement:

Obtain items needed to implement drills and actual emergency procedures needed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide emergency materials as needed	Take inventory of current supplies. Discuss with Committee items to be purchased. Purchase items	Current supplies School/ District funding	School Office Manager and Principal	Inventory Checklist
Preparation of staff and students for emergencies	Hold monthly emergency drills for fire, earthquake or lockdown	Site procedures	Principal, Staff	Log
Preparation for severe inclement weather, (i.e. El Nino)	Meet regularly with custodial support staff, Teachers, Playground Assistants to determine what supplies are needed. Determined procedures for ingress on heavy rain days. Communicate with parents procedures for heavy rain days.	School Funding Staff	Principal, Safety Committee	Feedback from students, staff and parents
Provide parents with support with providing procedures/structures for supporting academics and social interaction	Offer Loving Solutions Parent Workshops	School Funding	Principal, Site Counselor, ORC	Office Referrals Parent Feedback Student Feedback
Offer a student bus drop off and pick-up that minimizes traffic congestion and maximizes student and staff safety	Work with Transportation Department to revise drop off area Work with the Risk Management Department and the City of Oxnard	Bus schedule	Principal, Safety Committee	Feedback from students, staff and parents.
Monitor pick up and drop off of students in order to maximize safety and efficiency	Continue to ask for feedback from parents, teachers and supervisors	Walktroughs	Principal, PBIS committee, Staff	Feedback from teachers, parents and supervisors.

Component:

Disaster Preparedness

Element:

Campus Safety, Ingress/Egress and Emergency Preparedness

Opportunity for Improvement:

Drill for Off-Campus Evacuation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Conduct a safe egress and ingress of students during a drill to off-campus location	Review and train staff, prepare students and Communicate with parents and community	Flyers, Connect Ed Calls, one-on-one meetings Location and route selected Supplies on hand Staff trained	Principal, Office Personnel	Feedback from students, parents and staff.
Provide communication access during an emergency with a mobile phone	Two way Radio access	Site funding	School Office Manager	Access to staff and Administration during an Emergency.
Prepare Staff and students for a disastrous emergency	Conduct a disaster emergency drill	Procedures for emergency preparedness	Principal, Office Personnel	Feedback from students and staff.
Have backpacks filled with activities and snacks accessible to Staff and students during an emergency	Create a list of items needed for backpacks Purchase items for backpacks Prepare for parent contribution of backpacks	Example of backpacks available	Principal, Office Personnel	Accessibility to backpack items

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Ramona Elementary School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents, and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

Guidelines for Success:

Ramona student will be:

- Respectful
- Actively Engaged
- Motivated
- On-Time
- Noteworthy
- Always Prepared

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards, and consequences to be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff, and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior expectations, which will support each student to become self-reliant, successful, and contributing citizens.

PHILOSOPHY

A student's education depends on a team effort involving the student, parents, and school personnel. Each team member has specific responsibilities that must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about personal conduct standards concerning life at school. We want to be an extraordinary place of safety and a positive opportunity for everyone.

Expectations of Students

- Attend school regularly and be on time for each class.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students, and the public in general.
- Do not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Ensure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for your child's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit the school periodically and participate in conferences as called.
- Know the district, school, and classroom rules and regulations, and be supportive of your school.
- Help your child to learn self-discipline and control.

Expectations for Teachers and staff

- Provide positive learning experiences appropriate for each student.
- Consistently enforce classroom rules, district rules, and policies.
- Communicate regularly with parents concerning their child's progress.
- Be available to parents for conferences and communication.
- Continually improve professional competencies in matters of student control and discipline.
- Develop an enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school, and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences that will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage, and promotes teaching and effective learning.
- Work closely with parent groups to design a Parent/Student/School Compact that outlines each group's responsibility and expectations.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care, and consideration.
- Conserve and protect the school and private property.
- Engage in activities without "body contact."
- Follow all school, playground, and rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow classroom rules and expectations.

Student Conduct, Concerns, and Consequences:

Student conduct, which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices to prevent discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior, or harassment will not be tolerated. Students are not to endanger others, continually disregard rules, or repeatedly interfere with others' right to learn.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or bulli.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or

statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety. The staff and the principal will review the school rules and discipline program at the beginning of the year. The School Site Council shall review the plan annually. These groups will consider the impact of school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in February, approved by the SSC, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

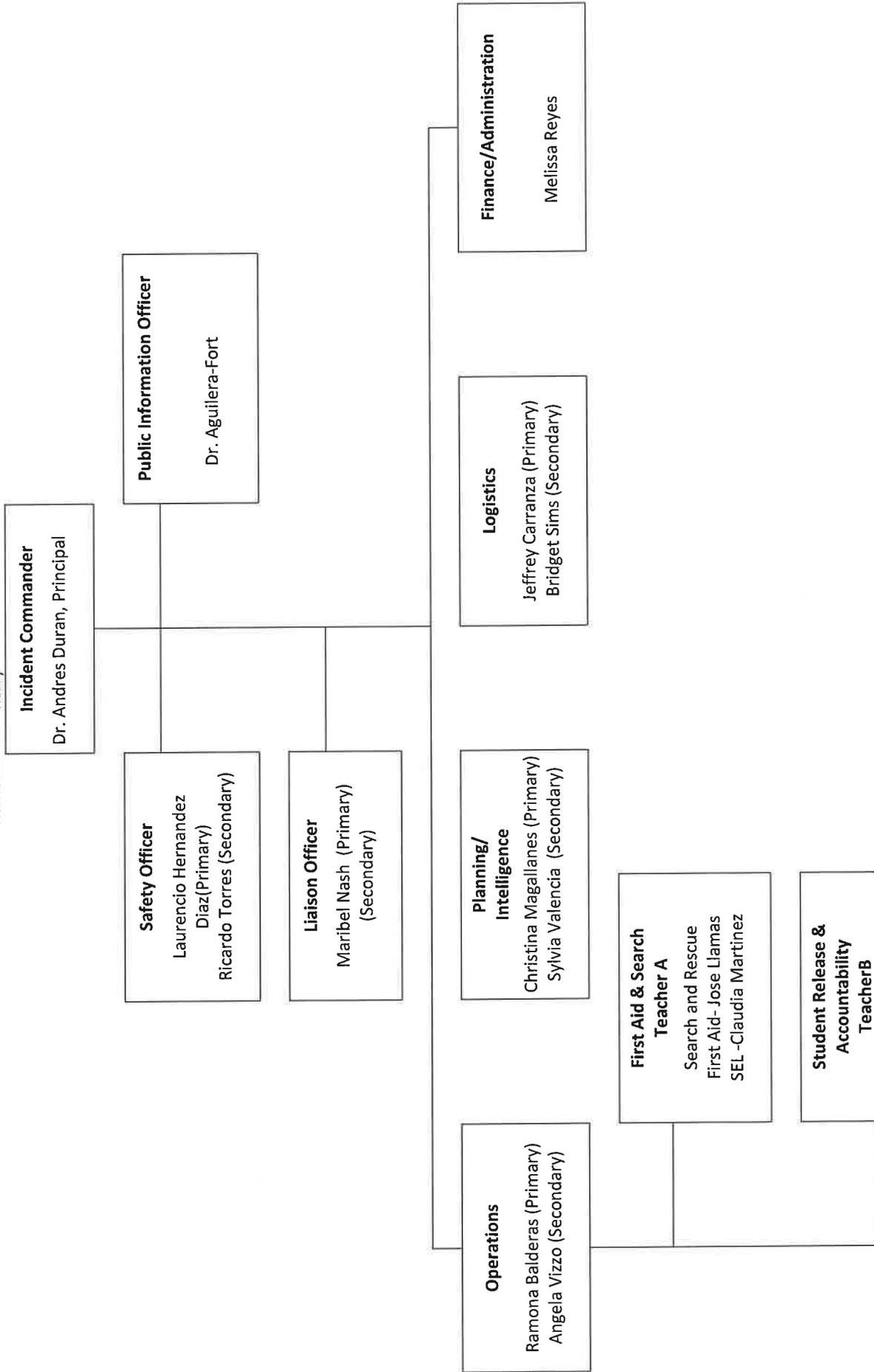
Organization	Colonia Park
Address	N. Colonia avenue, Oxnard CA 93036
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Del Sol Park
Address	Camino Del Sol, Oxnard CA 93035
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	
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Incident Command System (ICS)
 Ramona Elementary School



Karina Figueroa (Primary)
Nayeli Reyes (Secondary)

Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: Operating schools during COVID-19: CDC's Considerations

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: Stronger Together

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: Special Education Guidance for COVID-19

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: Pandemic Flu Checklist for Local Educational Agencies in California

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

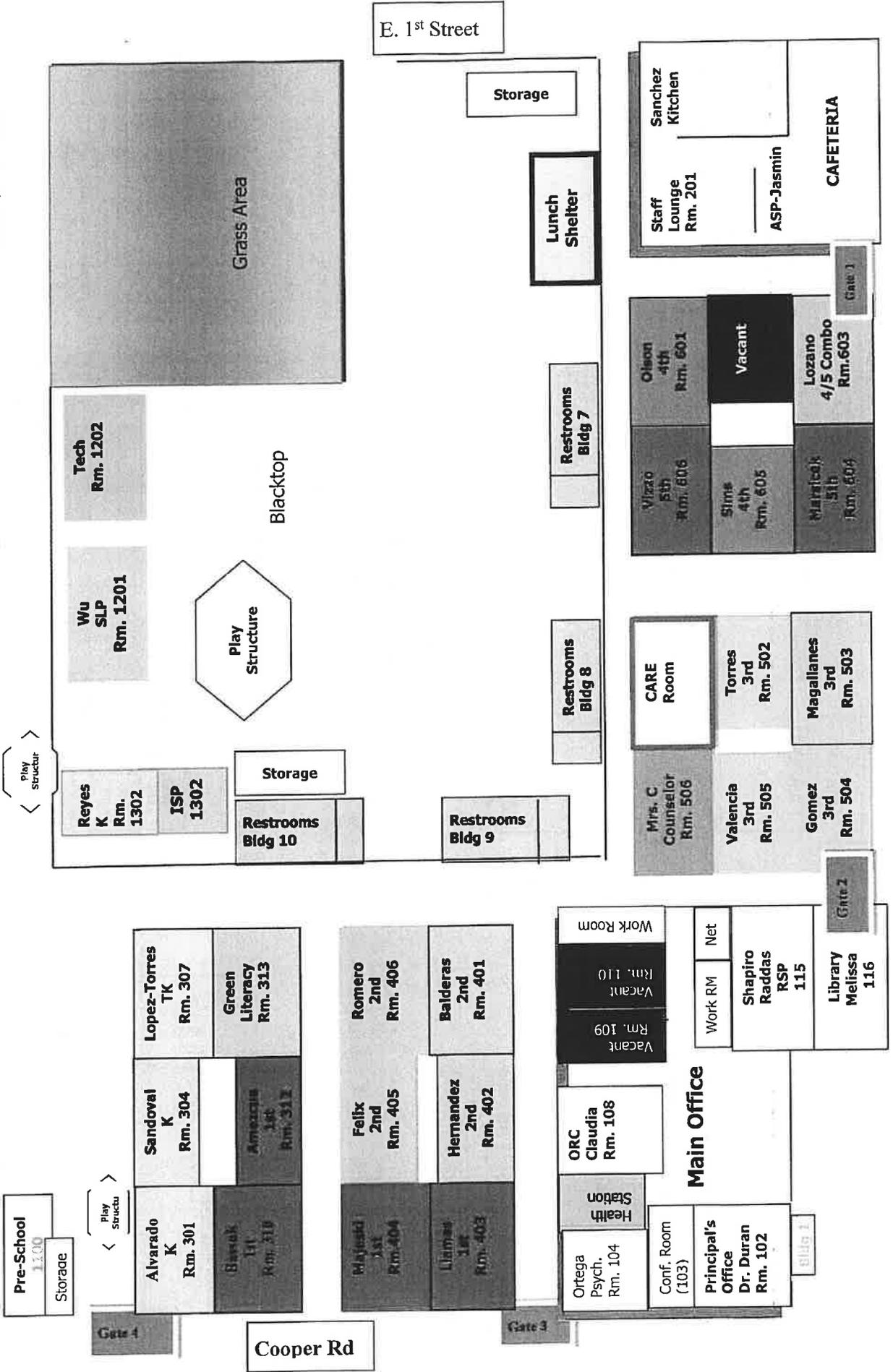
Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Ramona Elementary School

***TK & K dismissal**
 Gate 4: Lopez-Torres/ Alvarado
 Gate 3: Reyes/Sandoval

***1st- 5th dismissal**
 Gate 3: 1st Grade
 Gate 2: 2nd Grade
 Gate 1: 3rd, 4th & 5th Grade

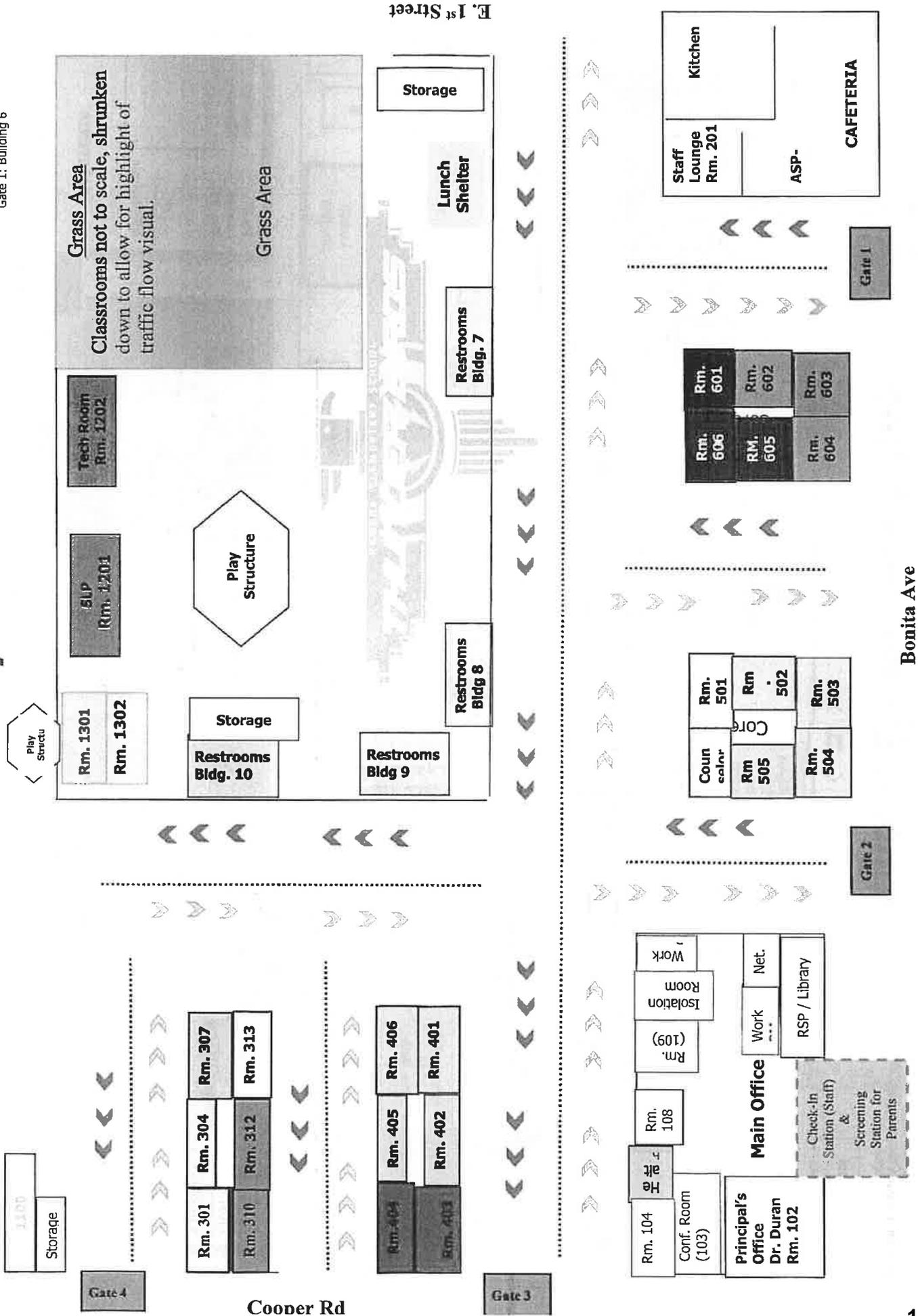


*TK & K Dismissal

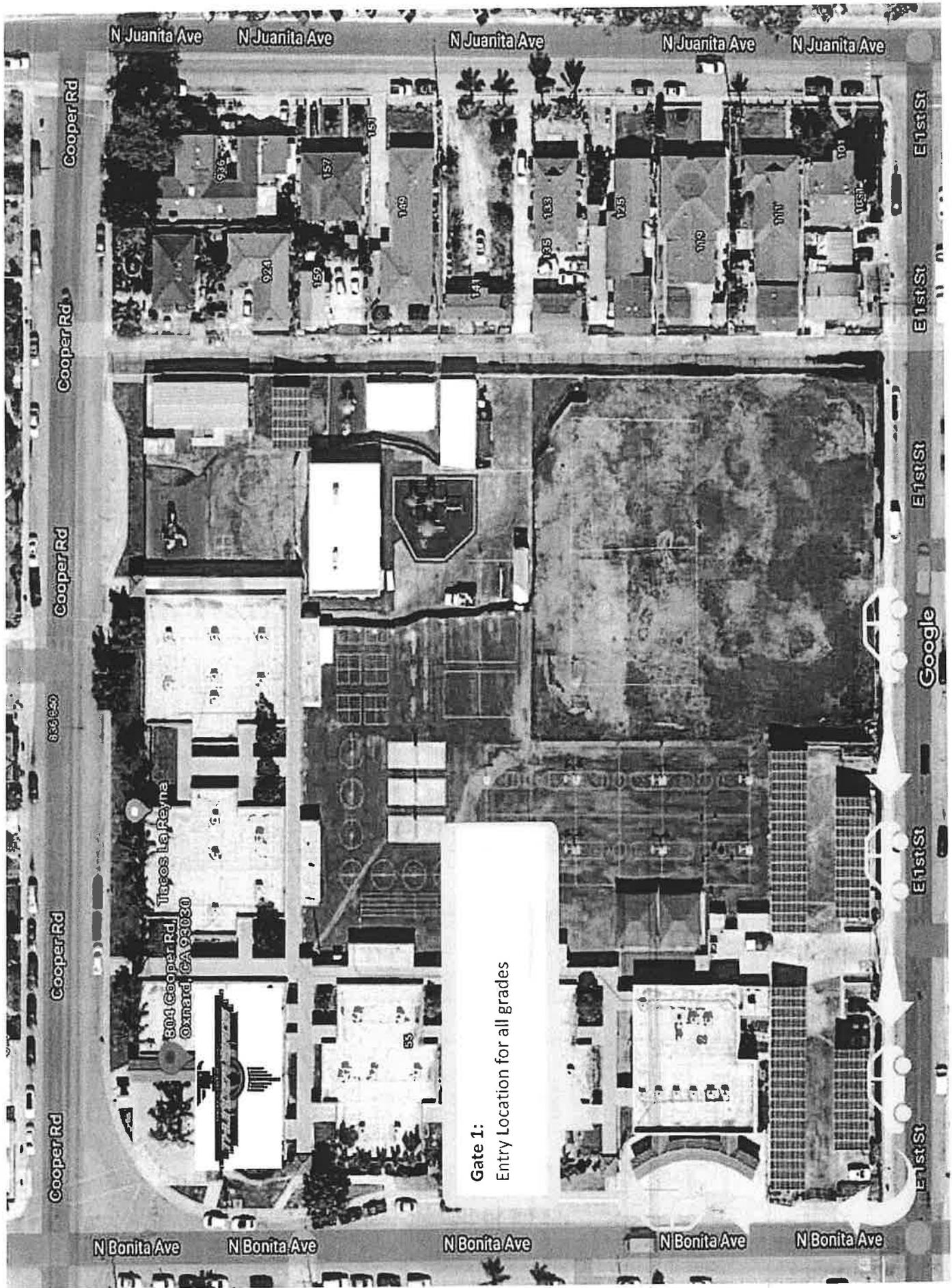
Ramona Elementary School Traffic Flow

Dismissal

- Gate 3: Building 4
- Gate 2: Building 5
- Gate 1: Building 6



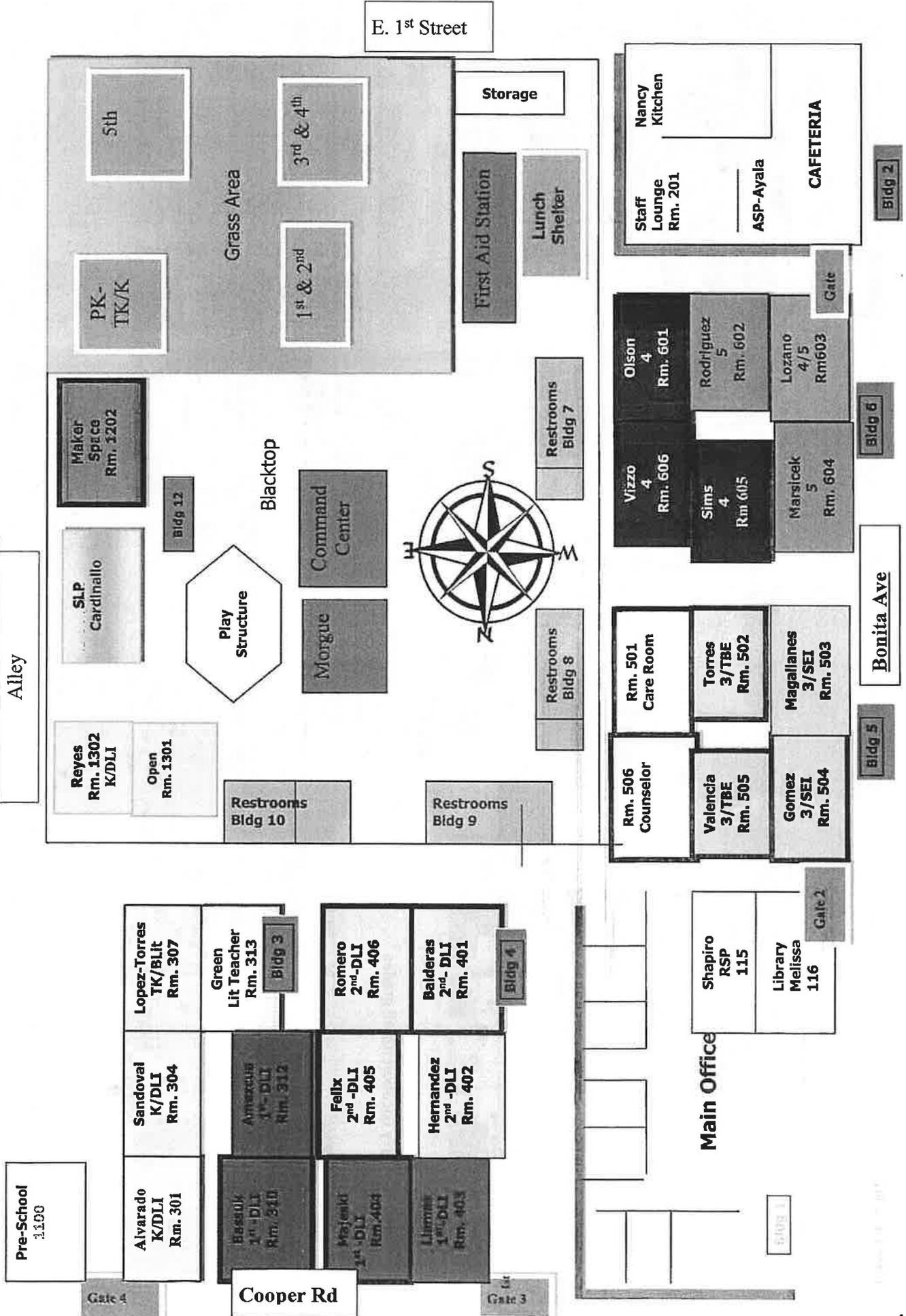
Ramona School Traffic Flow Drop off



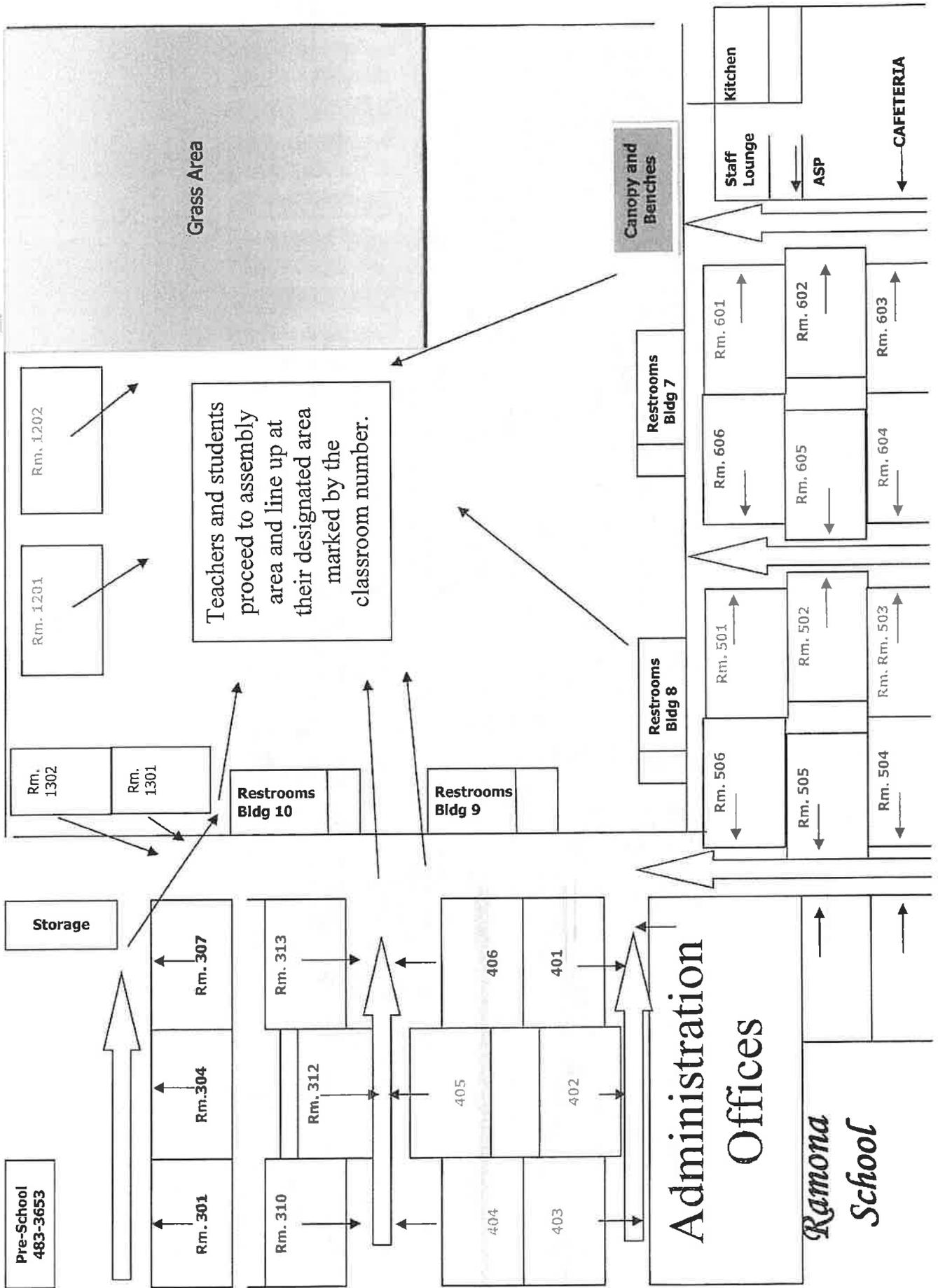
***Tk/K dismissal**
 Gate 4: Alvarado/Lopez-Torres
 Gate 3: Sandoval/Reyes
 Gate 4: PK- Garcia/Lopez

Ranona Elementary School

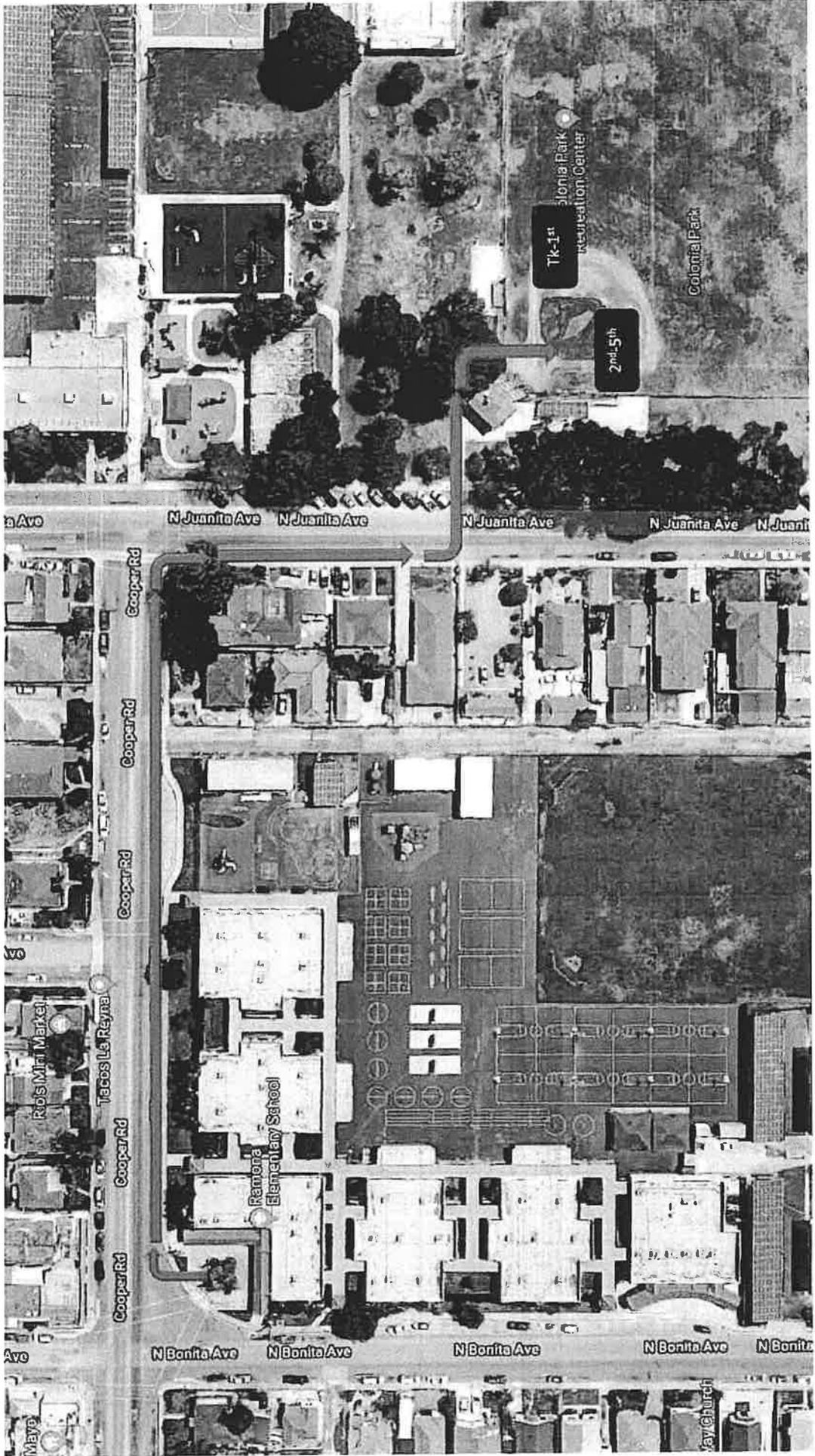
***1st-5th dismissal**
 Gate 3: 1st Grade
 Gate 2: 2nd Grade
 Gate 1: 3rd, 4th & 5th Grade



Evacuation Map



Evacuation to Colonia Park



Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Emilie Ritchen Elementary School
CDS Code: 56725386110738
District: Oxnard School District
Address: 2200 Cabrillo Way
Oxnard, CA 93030
Date of Adoption: February 17, 2021
Date of Review: -with Staff
December 7, 2021
-with Law Enforcement

-with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Nauman Zaidi	Principal		1/18/22
<i>Luis Mc ...</i>	School Resource Officer	<i>op Jairo ...</i>	<i>2/3/22</i>
<i>SCOTT BREWER</i>	Fire Department Representative		2/3/22
Marina Wyatt	SSC Chairperson / Parent	<i>Marina Wyatt</i>	
Silvia Torres	ELAC President / Parent	<i>Silvia Torres</i>	1/18/22
Raquel Cabral	Office Manager	<i>Raquel Cabral</i>	1/18/22
Brizet Morales	Counselor		1/18/22
Sandra Garcia	5th Grade Teacher		1/18/22
Manuel Hernandez	2nd Grade Teacher	<i>Manuel H.</i>	1-18-22
Robin Steffenauer	4th Grade Teacher		1-18-22

Name	Title	Signature	Date
Arnulfo Duran	After School Program Site Coordinator		1-18-22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Emilie Ritchen Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

At Emilie Ritche Elementary School, staff are committed to providing all students with a safe, nurturing, success-oriented learning environment driven by CA Common Core standards, differentiated instruction, and formative and summative assessment, while fostering self-esteem and mutual respect in all students.

Components of the Comprehensive School Safety Plan (EC 32281)

Emilie Ritchen Elementary School Safety Committee

Nauman Zaidi (Principal), Ed Murillo (SRO), Scott Brewer (Oxnard Emergency Manager), Marina Wyatt (SSC Chairperson/Parent), Silvia Torres (ELAC President/Parent), Raquel Cabral (Office Manager), Brizet Morales (Counselor), Sandra Garcia (Teacher), Manuel Hernandez (Teacher), Robin Steffenauer (Teacher)

Assessment of School Safety

The OPD will conduct an annual threat assessment of the campus and make recommendations to principal and staff. The Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws. School administration communicates with the community regarding reminders for safety and traffic regulations.

Any safety issues are reported by staff to the administration and the issues are handled by the lead custodian or through work orders to the district office. Minor changes (such as repairs) are made immediately. Major changes which may need input from more stakeholders go through a process of involving the school's Leadership Team, staff, and any relevant parent groups. Principal designee will conduct annual inventory of emergency equipment and replace as needed. The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel.

Site administration, as well as the School Site Safety Committee, collected and analyzed data from office referrals, attendance rates, student suspensions, the California Healthy Kids Survey, Local Law Enforcement Juvenile Crime Data, and Property Damage Data to inform the development of the Comprehensive School Safety Plan and to improve school-wide systems and practices for student safety.

The Safety Committee meets on a regular basis to review all safety and security procedures and make any necessary recommendations and changes. Monthly drills including earthquake, fire and lockdown drills are practiced. The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law

enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c)

or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL’S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has “latitude of choice within certain legal bounds.” When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

EMILIE RITCHEN SCHOOL DRESS POLICY

All students will be held to the Emilie Ritche School Dress Code Policy. Students who violate the dress code policy will be requested to fix inappropriate clothing, change into loaners, or call home to have proper clothing items brought to school. Parents and/or Guardians may be called to bring appropriate clothing to school. The following will be strictly adhere to:

DRESS CODE:

The Emilie Ritche Dress Code Policy is based upon the principle that the primary responsibility for student grooming lies with the student and his or her parents. The purpose of the dress standards shall be to ensure a safe and secure environment in which to offer a quality education. Schools have the authority under State law to restrict the wearing of clothes, which could be considered to be "gang" attire. Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1) All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.

- Garments shall be sufficient to appropriately conceal undergarments at all times.
- Shoes should be comfortable for Physical Education.
- Articles of clothing, which display gang symbols, profanity or products, or slogans, which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1). California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering. Students may not wear clothing or hairstyles that will be disruptive to the educational process. Professional or collegiate team shirts will be allowed as our goal is to have students college and career ready and these items can support discussion and curiosity on the part of students to learn more about colleges.
- Metal accessories and jewelry that present a hazard to the health and safety are prohibited.
- Tank tops may not be worn even with a T-shirt underneath.
- Over-sized clothing is inappropriate and must not create a safety hazard during physical activity. Clothing may be no larger than one size larger than the appropriate size. Pants must stay up on hips without the use of a belt and should not cover shoes. Shirts must be worn tucked in while in school or at any school or district sponsored activity.
- Beach wear, halter-tops, tube tops, bare midriffs or chest, see through outfits, or off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.
- Walking shorts are permissible and must be at least mid thigh in length. This can be easily measured by having a student hold their arms straight down at their sides and the shorts should be at the end of the fingers or longer. All sports wear type shorts, bike shorts (spandex), frayed shorts, shorts with holes or short-shorts are unacceptable.
- Shorts that stop between mid-calf and knees worn with long white socks are considered gang attire and may not be worn. There must be at least four inches between the top of the socks and bottom of the shorts. Thigh high is not acceptable attire for school.
- Straps must be fastened at all times. Bib overalls must be worn with both straps fastened.
- Tights will be allowed if over garment reaches 4 inches above the knee.
- All students must wear shoes. Strap on tennis shoes need to be strapped across the foot for safety. Thongs or shoes and sandals without heel straps are inappropriate for safety reasons.
- Hats may be worn outside the classroom. Gang related symbols of any kind on the hats are not acceptable. Only official school hats, inclement weather or sun protection hats or hats that are part of an accessorized outfit are acceptable. No hats are to be worn in the building.
- A belt with military type buckles, oversized buckles or chains may not be worn. Belts must be appropriately fitted.
- Exceptions to the dress code can only be made for medical, health reasons, or religious beliefs.

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

Emilie Ritchen staff continually monitors the safety of all students upon arrival and dismissal from school and throughout the day. Routines and procedures are established for the arrival and dismissal of students. Traffic is monitored in the front of the school both before and after school and the asphalt and play area behind the school is supervised. Student Supervision is conducted by school personnel, including, but not limited to, campus supervisors, teachers, instructional aides, custodial staff and administrators. Public Meetings (PTA, ELAC, Title I Parent Meeting, SSC) were used to discuss the school's concerns about safety and to get additional information and suggestions from parents. Suggestions from parents may be made at any time throughout the school year by emailing the principal or making an appointment.

At the beginning of every school year, families and/or guardians are asked to complete an emergency contact information card for their children. Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office. If phone numbers and other contact information change during the school year, parents and/or guardians are responsible for updating their child's emergency contact information. In the case of parent separation or divorce, it is the responsibility of the custodial parent(s) to provide current court orders that will be attached to the child's emergency card. If these court orders change, an updated copy needs to be provided to the school. In cases with complicated custodial orders (i.e. child is with one parent every other week, or custody changes in mid week) it is always in the best interest of the parents and their child if a calendar is provided to the school on a monthly basis to clarify which parent the child can leave with during the school week.

For morning arrival, there will be a single one way lane in front of the school to safely drop off students. For student drop off, the front driveway will be divided into two lanes with cones each morning by a campus supervisor. The lane closest to school building will be for student drop off ONLY, the other will be for vehicles requiring handicap parking spaces with appropriate stickers and/or for emergency vehicles. Cars will enter the Gallatin Place side of the school and exit onto Cabrillo Way. There will be cones on the sidewalk indicating drop off points. When entering the Gallatin side of the school driveway, cars should pull up to the farthest drop off point available, allowing other cars behind them to drop off at same time. Students must not be dropped off when cars are in or near the entrance of the driveway, since this will cause traffic to back up. Buses will use the BUSES ONLY ZONES located on either side of the school, Gallatin Place and Cabrillo Way. Entry to the school building will be through main entrance only. The hallway doors into the upper and primary sides of the building will remain closed. No adults or students are to be in the halls in the morning. When students arrive, they are to go to the playground or cafeteria immediately. No adults are to escort their children to the playground or are to enter the cafeteria.

No students are to arrive at school before 8:00am unless a student is in a tutoring or other group before school and the office has been made aware of this in advance. Upon arrival, from 8:10am and later, all students are to go to the cafeteria for breakfast. At 8:25 students will be released from the cafeteria to the blacktop near their class lines. Students are not allowed on campus until after 8:00am due to lack of supervision. No students are to be in classrooms or hallways unattended. At the first bell, 8:35am, students are to immediately go to their "line" and wait for their teacher to escort them to the classroom and parents are asked to exit campus. Instructional minutes begin at 8:40 and any student who is not in their "line" at 8:40 shall be counted tardy. All students are to enter the building through the front entrance. Those students who enter after 8:40am will be stopped and asked to wait for a "tardy slip" to take to their class. When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence. Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member. The following are considered trancies: 1. Being absent from school without the knowledge and consent of the parent/guardian/school; 2. Leaving the school grounds during the day without permission; and 3. Staying out of class without permission.

Upon dismissal at 2:50pm, the parking lot will be closed off and NO student pick up will be allowed via the parking lot. For student pick up, the front driveway will be divided into two lanes with cones each afternoon by a campus supervisor. The lane closest to school building will be for student pick up ONLY, the other will be for vehicles requiring handicap parking spaces with appropriate stickers and/or for emergency vehicles. Cars will enter through the Gallatin Place side of the school and exit onto Cabrillo Way. Buses will use the BUSES ONLY ZONES located on either side of the school, Gallatin Place and Cabrillo Way. There are handicapped parking spots inside that driveway and cars with the appropriate sticker will be admitted to park.

School personnel will supervise students at dismissal in the front of the building. All students are to be picked up immediately following dismissal. Dismissal time for Transitional Kinder and Kindergarten students is 1:57pm. All Transitional Kinder and Kindergarten students must be picked up no later than 2:05pm. Those students who walk are to leave campus at dismissal time unless arrangements have been made with the Emilie Ritche office staff. Arrangements must be made for all students to be picked up within 20 minutes of school dismissal. For Transitional Kinder and Kindergarten dismissal, the bus loading and unloading area near the Kindergarten playground area is to be used by school buses ONLY. "No parking" signs are posted and no private vehicles are to be parked and/or left in this area for student drop off and/or pick-up. Parents are encouraged to park in the neighborhood to walk up and pick up their children. Ritche's Administration works directly with Oxnard Police Department, the City of Oxnard, district Risk Management and Facilities to continuously monitor school procedures for safe ingress and egress.

Students who ride buses are to line up where instructed and wait patiently for the arrival of the bus. They will be supervised by school staff until the bus arrives and they board the bus. Students will not be allowed to use the office phone to call home to change after school plans unless directed to do so by their teacher or office staff. All students should be aware of where they are to be after school and arrangements for any changes should be made before the child goes to school. Students waiting for an individual to pick them up are to wait in the immediate front of the school. They are not to go to the Gallatin side of the building or across the driveway in the grassy area. Due to the need for supervision, all students are to stay in front of the building.

During the school day, students are supervised at all times. When one student or a small group of students is in the hallways to run an errand, go to the restroom, library, computer lab, etc, the students must have a hall pass in their possession. All school personnel are responsible for monitoring hallways, restrooms, etc.

Emilie Ritche Elementary School is a Closed Campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours. Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures. Visitors to the Emilie Ritche campus must sign in at the front office and wear their visitor badge while at school. Parents are asked not to go to classrooms without prior clearance from the office and a visitor's badge. Parents are always welcome to serve as volunteers in classrooms, however, school district Volunteer Clearance Procedures must be followed. Names of approved volunteer will be provided by the district office only. At the beginning of the day, the double blue fire doors will be closed and no students or adults (except staff) are to enter those hallways. All students are to go directly to the cafeteria for breakfast or to the playground. There will be 5th grade student escorts to walk students to their destination if needed. The kindergarten playground area gate will be used for PreSchool student drop off and pick up ONLY. PreSchool staff will monitor the kindergarten playground area gate. All other students are to enter through main doors. All exterior doors will be locked to deter entrance to the building except through the front doors at dismissal.

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

Component:

Positive School Climate

Element:

Schoolwide Positive Behavior Support System

Opportunity for Improvement:

Implementation of schoolwide Positive Behavior Support Program: CHAMPs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Inform all students of behavior expectations.	Teachers review their classroom expectations regularly so all students are informed of CHAMPS implementation; these will also be posted in all classrooms and other learning environments at school: cafeteria, hallways, library, restrooms, labs.	Posters to reinforce behavior expectations, teacher provided information, assemblies for all grade levels; parent newsletters and meetings to inform parents so they can reinforce expectations of safety.	Principal.	Classroom visits, observation of students in areas other than classrooms, reports from all staff, observations of CHAMPS implementation and peer support. Follow through with Hate Crime Reporting Procedures as necessary.
Inform all staff of supervision expectations.	At the beginning of each year and throughout the year, classroom expectations will be communicated to ensure teacher consistency in maintaining a positive learning environment; each year professional development will be provided for new teachers on CHAMPS and a refresher for returning teachers.	CHAMPS, Peer teacher support; share strategies successful with students in the past, positive reinforcement for appropriate behavior - contests, access support for the student/teacher/family from the ORC and counselor; etc.	Principal, Safety Committee, Parent Organizations, Counselor, ORC, Teachers.	Review of behavior referrals, information from Playground Supervisors, Observation of teachers.
Inform all parents/guardians through meetings and asking for input to increase positive student behaviors. Parents will be offered the opportunity to provide input on an ongoing basis whether in meetings, an appointment with administrator or suggestions box.	Inform parents via SSC, ELAC, Title I meetings.	CHAMPS, ORC, Counselor, Parent Meetings	Principal, Safety Committee.	Teacher reports of interactions with parents, office staff reports of interactions with parents, parent survey, Information from parents at SSC, ELAC meetings.

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Ensure the facility is in safe working order.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Be certain that the facilities including playground is in safe working order.	<ol style="list-style-type: none"> 1. Conduct regular Inspections for facility conditions. 2. Submit and monitor facility work orders. 	District Office facilities for concerns.	Principal, Lead Custodian, Playground supervisors.	District checklist and work orders.
Ensure a Closed Campus safe from intruders.	<ol style="list-style-type: none"> 1. Threat assessment with OPD. 2. Schedule quarterly lockdown drills. 3. Ensure gate locks are working and used. 	Threat Assessment.	Principal, Lead Custodian.	Feedback from OPD.
Communicate Safety Plans to the community.	<ol style="list-style-type: none"> 1. Ask teachers to provide information on school-wide safety issues to the school office manager and/or Principal. 2. Share safe school plan information to all stakeholders. 	Safe School Plan.	Teachers, Parents, Custodians.	Reports of issues being addressed, Meeting Agendas.

Component:

Disaster Preparedness

Element:

School Safety

Opportunity for Improvement:

Ensure all staff and students are prepared in case of emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students know what to do in case of an emergency such as fire, earthquake, or lockdown.	Conduct monthly emergency preparedness drills.	Disaster Drill Procedures.	Principal.	Fire and Disaster Drill Report, Teacher reports, OPD reports.
Communicate Safety Plans to the Community.	Share safe school plan information with all stakeholders.	Progressive discipline matrix.	Principal.	Meeting Agendas.
Ensure emergency operations plan is implemented.	1. Hold monthly emergency preparedness drills. 2. Train staff and teachers on their responsibilities and stations during a disaster.	Emergency Operations Plan.	Principal, Safety Committee.	OPD Feedback.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Emilie Ritche Elementary School Student Conduct Code

Here at Emilie Ritche Elementary School, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) model guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our Positive Behavior Intervention and Support (PBIS)/ School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle Assemblies and monthly Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

As part of our school-wide PBIS focus, Students at Emilie Ritche Elementary School are Expected to SOAR like Eagles throughout every context of the school (e.g., classroom, hallways, playground, office, cafeteria, bathrooms, etc.). SOAR stands for:

- (S) Be Safe
- (O) Take Ownership
- (A) Pay Attention
- (R) Be Respectful

Ritche Elementary reinforces positive behavior by providing students with positive reinforcements for meeting their academic, social and emotional goals throughout the school year. Events and activities such as the annual Accelerated Reader Carnival, monthly Eagle Dollar Store, Awards Assemblies, Party with the Principal, and Cookies with the Counselor have been calendared to provide students with academic and behavioral incentives to fully maximize their potential.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
 - b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - 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 property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarly.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

- s) Aided or abetted the infliction or attempted infliction of physical injury.
- s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders, including classified, certificated, and PreSchool program staff, students, and families, at staff, parent, and school committee meetings. Each school year, the plan is reviewed in the fall (August - November), approved by the School Site Council in December, reviewed by the school district in January, and approved by the School District Governing Board in February.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Cabrillo Park
Address	1600 Ebony Dr, Oxnard, CA 93030
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7950
Date of Agreement	

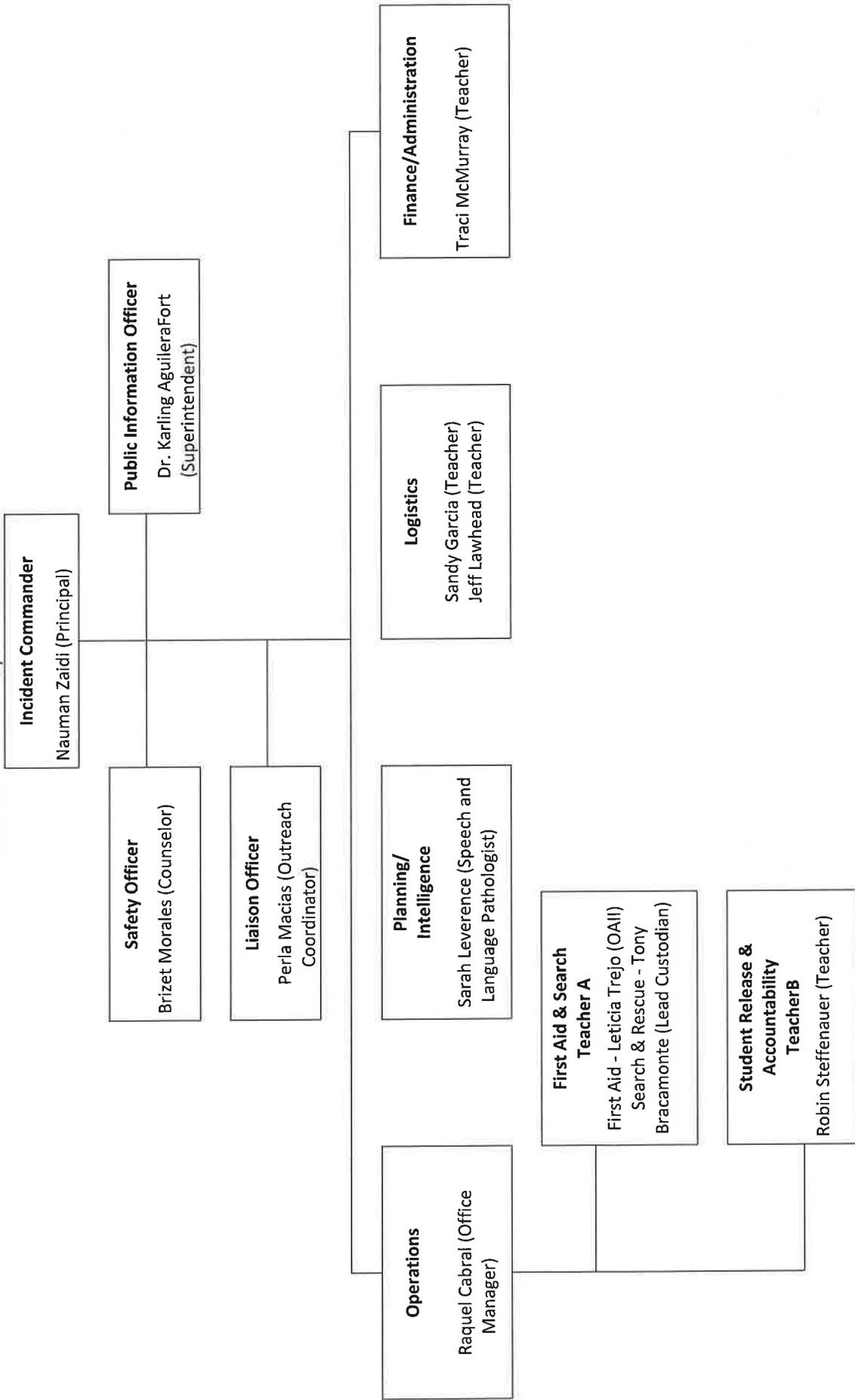
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Thurgood Marshall Elementary School
Address	2900 Thurgood Marshall Dr, Oxnard, CA 93036
Contact	Principal Mary Elisondo
Phone Number	(805) 385-1557

Phone Number	
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Incident Command System (ICS)

Emilie Ritche Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Emergency Supplies



Water shut off

Back Field Exit Gate

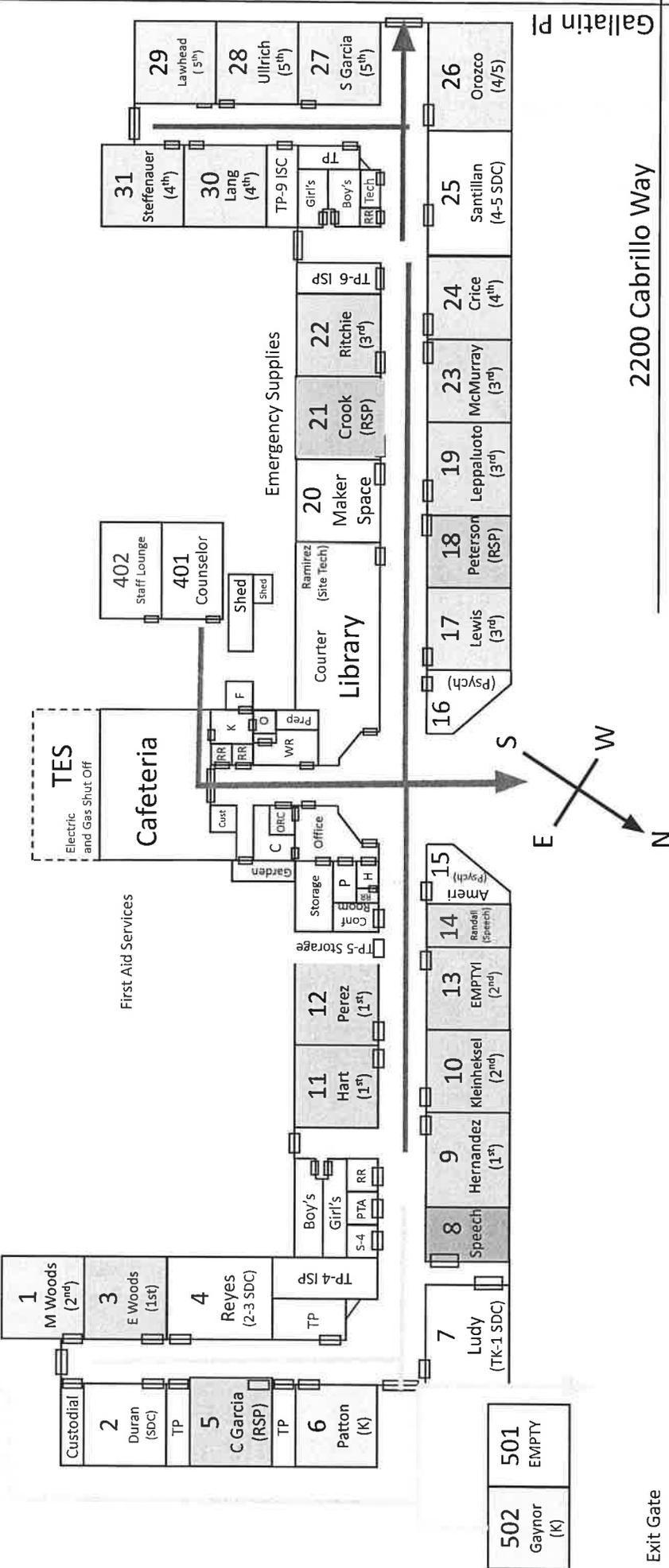
Command Post

Emilie Ritchen Elementary School

Evacuation Map

Emergency Evacuation Procedures are posted in every room, hallways, and other common areas of the campus

Side Field Exit Gate



Exit Gate

2200 Cabrillo Way

Gallatin Pl

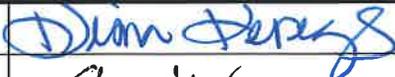
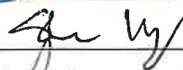
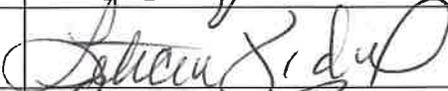
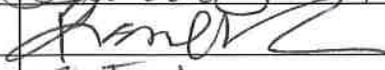
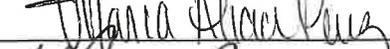
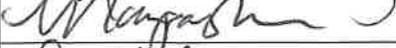
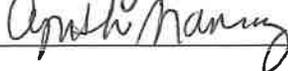
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Rose Avenue Elementary School
CDS Code: 56725386055370
District: Oxnard School District
Address: 220 South Driskill Street
 Oxnard, CA 93030
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 12/7/2021
 -with Law Enforcement

 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Diana Perez	Principal		1/22/2022
Sarah Manley	4th Grade Teacher (SDC)		1-27-22
Leticia Vidal	1st Grade Teacher/School Site Council Chairperson		1/31/22
Raquel Rodriguez	ORC		1/27/22
Steven Fimbres	ASP Coordinator		
Nancy Gonzalez	ELAC President		1/27/22
Alicia Perez	Attendance Technician		1/31/22
Mayra Perez	Counselor		1/31/22
Cynthia Manriquez	Psychologist		1/27/2022
	Police Department Representative		

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Alicia Perez	Attendance Technician		
Mayra Perez	Counselor		
Cynthia Manriquez	Psychologist		
<i>Lawrence Archer Commander</i>	Police Department Representative	<i>[Signature]</i>	<i>e/a/p</i>

Name	Title	Signature	Date
Scott Brewer	Fire Department Representative		2/3/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Rose Avenue Elementary School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Student safety is a top priority at Rose Avenue Elementary School. School staff are dedicated to providing a safe, positive, and nurturing environment that is conducive to learning in order for students to achieve school success.

Components of the Comprehensive School Safety Plan (EC 32281)

Rose Avenue Elementary School Safety Committee

Diana Perez (Principal), Claudia Morales (Office Manager), Alicia Perez (Attendance Technician), Sarah Manley (SDC Teacher), Leticia Vidal (Teacher and SSC Chairperson), Mayra Perez (School Counselor), Raquel Rodriguez (ORC), Cynthia Manriquez (School Psychologist), Nancy Gonzalez (ELAC President), Steven Fimbres (After-School Program Coordinator), Police Department Representative, and Fire Department Representative

Assessment of School Safety

Maintaining a Safe Campus:

- The site monitors Office Referrals, Attendance Rates Suspensions/Expulsions Data, and the Panorama Survey Results to assure that there continues to be improvements in students' behavior and the overall school climate. School Safety is a frequent topic at PBIS, Leadership, Staff, SSC, Coffee with the Principal and ELAC meetings where both feedback and input is highly encouraged.
- The School Principal will invite a representative from the Oxnard Police Department for an annual security inspection of the campus and a representative from the Oxnard Police Department will be present during a whole school evacuation drill.
- Risk Management conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.
- The Lead Custodian and the School Principal conduct bi-monthly safety inspections and submit a report to the District Office.
- Safety issues are reported by staff to school site administration. Safety issues are handled by the lead custodian or through work orders to the district office.
- The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.
- Monthly drills, evaluation of monthly drills, and an end of the year self evaluation are conducted in collaboration with the Oxnard Police Department. (Example: Lockdowns, Fire, Earthquake, Evacuation)
- The Safety Committee meets regularly to review all safety procedures and makes necessary revisions as needed.

Emergency Supplies:

- An annual inventory is conducted for all emergency equipment and all staff are provided with this equipment at the beginning of the year. All emergency equipment is replenished as needed. (Example: Emergency Backpack, First Aid Materials, Portable Toilet Bucket)

Discipline and Behavior:

- The school has adopted PBIS (CHAMPS and Restorative Justice Practices) as a school wide approach to promote positive student behavior and expectations.
- The school's Principal will meet with students via school assemblies throughout the year to review school rules and expectations.
- The school's Principal, PBIS Team, and Counselor will support teachers with CHAMPS and social-emotional lessons in the classroom.
- The school's Counselor will provide Social Skills Groups and Counseling as needed.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Each employee has been properly trained on Child Abuse Reporting Procedures, the timeline to report, and the procedures for providing information to the School Office Manager, School Principal, and Oxnard School District's Director of Pupil Services.

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.

- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Administration follows district guidelines set by Pupil Services for School Suspension, Expulsion, and Mandatory Expulsion.

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FORS SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
- (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested

- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Administration notifies all teachers of Dangerous Pupils on an annual basis.

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Each employee has been trained by the Oxnard School District's Human Resource department of Sexual Harassment Policies.

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All students will be held to the Rose Avenue Elementary School's Dress Code Policy. The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education.

Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students will be able to call parents/guardians to resolve the issue, such as providing a change of clothes, in order to adhere to the school's dress code policy.

California Education Code Title V, Section 302: A pupil, who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the classroom before entering.

Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1).

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

The following will be strictly adhered to:

Rose Avenue students should dress in clothing, footwear, and accessories that promotes and maintains an academically-oriented school atmosphere. Dress or appearance should not disrupt the education of self or others. Students who violate dress code will be required to change into appropriate clothing and repetitive dress code violations will result in disciplinary action.

Rose Avenue Elementary School does not allow the following:

1. Backless footwear, flip flops, slippers, or open-toed sandals

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) deemed provocative, vulgar, disruptive or hazardous to the health or safety of the wearer
3. Hats or head coverings shall not be worn indoors unless it is approved (with the exception of those pertaining to religious observances)
4. Exposed undergarments
5. Gang related apparel
6. Halter tops, off-the-shoulder or low-cut tops, spaghetti straps, bare midriffs
7. Skirts or shorts above the mid-thigh
8. Clothing or personal items that contain: Violence, Profanity, Weapons, Drug/Alcohol/Tobacco advertisements, Prejudices (Racial, Ethnic or Religious)

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

School Hours:

- The student day is from:
 - 8:00 am - 1:17 pm (Transitional Kindergarten-Kindergarten)
 - 8:00 am- 2:10 pm (Grades 1-5)
 - 8:00 am -11:00 am (Pre-School AM Session)
 - 11:05 am-2:05 pm (Pre-School PM Session)
- School Office Hours are 7:30 am- 4:00 pm daily

Arrival and Dismissal Procedures:

- All students enter and exit through Driskill Street.
- Designated Gates: Pre-School -1st Grade students enter/exit through Kindergarten gate, 2nd and 3rd grade students enter/exit through the Cafeteria gate, and 4th-5th students enter/exit through the main gate.
- Parents dropping students off at school are made aware that campus supervision IS NOT available before 7:30 am.
- The School Principal records a video at the beginning of the year to review procedures for students' arrival and dismissal
- The School Principal maintains ongoing communication regarding safe ingress and egress via Blackboard Mass Messaging, Parent Meetings (ELAC, SSC, Coffee with the Principal, Title 1, PTA), School Website, and Social Media Accounts (Facebook, Instagram, and Twitter)
- Under no circumstances are students to leave campus to pick up friends, go to locations other than the school campus, or loiter outside campus gates
- Students who have not been picked up 15 minutes after their dismissal time will be asked to wait inside the front office until an authorized person comes to pick them up
- Students riding their bicycles, skateboards, or scooters to school must secure them in the designated area (bicycle racks).

Before School Drop Off/After School Pick Up:

- Students who walk to school may be escorted to their designated gates by parents.
- Parents/Families who pick students up in a vehicle must pass through the designated drop/pick up drive-thru (front parking lot) or park in the neighborhood. To ensure safety, the drive-thru is monitored by school staff.
- Parents/Families may NOT park in the bus loading and unloading zone.
- Rose Avenue staff assists students at arrival and departure at all gates.
- School Families are to utilize designated cross walks.
- Teachers walk students to the exit gates and supervise classes for an orderly dismissal.

Student Safety: Parent Pick-Up from Office/Leaving Early

- Rose Avenue is a closed campus and parents are not allowed on campus unless they are authorized to do so by School Staff (Example: Meetings and Volunteering). If parents are authorized to be on campus, they must sign in at the front office with proper identification and must wear a Visitor or Volunteer Badge at all times.
- All school and district employees will wear a school/district provided identification badge when on campus.
- All adults picking up students before the regular dismissal time are required to be on the students' emergency card, be 18 years of age or older, and provide a valid form of identification.
- All school volunteers must be cleared through the district office before they can volunteer at school in any capacity.
- Staff and administration are continuously supervising and monitoring the school campus throughout the day to ensure school safety

- The site provides adequate student supervision before and after school and during lunch/recess by campus supervisors and other support staff.

Traffic/Safety Enforcement:

- The Oxnard Police Department periodically visits the school during students' arrival and dismissal times to observe traffic patterns and to provide input on safety protocols.
- The School Principal communicates with the school community via meetings and blackboard mass messaging for reminders on both safety and traffic regulations.

Tardy/Late Policy:

- If the student arrives after the tardy bell, the student must check into the front office prior to going into the classroom.
- The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- An excused tardy will be assigned with a valid excuse such as for a doctor or dentist appointment
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences:

- When a student is absence, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.
- Excused Absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.
- All other absences are considered unexcused.

Truancies:

- The following are considered truancies:
 1. Being absent from school without the knowledge and consent of parent/guardian/school.
 2. Leaving the school grounds during the day without permission.
 3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

School-Wide Positive Behavior Support

Opportunity for Improvement:

Maintain a positive, safe, and bully-free campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The school will utilize and support a Positive Behavior Interventions and Support (PBIS).</p>	<ul style="list-style-type: none"> • Pumas' Guidelines for Success • School-Wide Assemblies (each trimester and as needed) • Professional Development opportunities for all staff members on PBIS/CHAMPS/STOIC/Restorative Justice • Monthly PBIS Meetings • Continued implementations of CHAMPS • Friday Messages from Student Council • Puma/CHAMPS Store • CHAMPS posters throughout the campus (Hallways, Playground, Cafeteria, Classrooms, Library, Restrooms) • PAWSitive Puma Post Cards to Parents/Guardians • Monthly School Spirit Weeks 	<p>PBIS Committee, CHAMPS incentives, Site/PTA Funding Support</p>	<p>Principal and PBIS Committee</p>	<ul style="list-style-type: none"> • Continuous review and decrease of Office Discipline Referrals • Information/Observations from Teachers, Campus Supervisors, Administration and Support Staff • Classroom walkthroughs by School Principal • Panorama Survey Results

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will create a positive behavior plan to encourage daily attendance.	<ul style="list-style-type: none"> • Weekly parent communication • Attendance Mediation meetings • Home Visits as needed 	Support Staff Meetings (Principal, Attendance Technician, ORC)	Principal, Attendance Technician and ORC	<ul style="list-style-type: none"> • Monthly Chronic Absence Data via Q
Parents will have the opportunity to provide input/feedback during parent meetings and with a "suggestions box" located in the front office.	<ul style="list-style-type: none"> • Frequent parent meetings (SSC, ELAC, PTA, Title 1, and Coffee with the Principal) 	Parent and Family Workshops (PBIS/CHAMPS/STOIC)	Principal, School Safety Committee, PBIS Committee, ORC, Counselor	<ul style="list-style-type: none"> • Panorama Parent Survey • Information from Parent Meetings
The site will provide social and emotional support for students.	<ul style="list-style-type: none"> • Social Skills Groups (Counselor) • One on One Counseling (Counselor) • Check-Ins (Counselor, Principal, ORC) • Outside Counseling Referrals (when needed) • Crisis Intervention • Parenting Classes • Social Emotional Classroom Lessons (Counselor) • Community Circles (Classroom) 	Professional Development Opportunities for all Staff (VCOE); Site Funds; Pupil Services	Counselor	<ul style="list-style-type: none"> • Decrease of office referrals and office suspensions with behavior data via Q

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will support staff progressive discipline strategies.	<ul style="list-style-type: none"> • Review the Oxnard School District's guide to Progressive Discipline via Staff/PBIS/Safety Committee Meetings 	Professional Development Opportunities for all Staff (VCOE); Site Funds; Pupil Services	Principal, Counselor, and PBIS Committee	<ul style="list-style-type: none"> • Decrease of office referrals and office suspensions with behavior data via Q
The site will promote a drug-free school zone.	<ul style="list-style-type: none"> • Red Ribbon Week • Age-appropriate assemblies/educational opportunities • Community Circles 	Site Funds; Pupil Services	Principal, School Safety Committee, PBIS Committee, ORC, Counselor	<ul style="list-style-type: none"> • Panorama Survey Results
The site will implement the Multi-Tiered System of Support (MTSS) to support students' social and emotional needs.	<ul style="list-style-type: none"> • SST Meetings • CST Meetings • Staff training on the MTSS process • Weekly Support Staff Meetings (Principal, ORC, and Counselor) • Parent Trainings/Workshops 	Site Funds; Pupil Services	Principal, Counselor and ORC	<ul style="list-style-type: none"> • Panorama Survey Results • Decrease of office referrals and office suspensions with behavior data via Q
The site will provide adequate campus supervision throughout the school days.	<ul style="list-style-type: none"> • Campus Supervisor Training: CHAMPS, Student/Campus Safety • Principal and Campus Supervisor Meetings (monthly) 	Site Funds; Pupil Services	Principal and Campus Supervisors	<ul style="list-style-type: none"> • Panorama Survey Results • Decrease of office referrals and office suspensions with behavior data via Q

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will purchase/replenish recess equipment to maintain a safe and positive environment for students.	<ul style="list-style-type: none"> • Inventory of equipment • Develop a budget to support the replenishment of recess equipment 	Site Funds	Principal and PBIS Committee	<ul style="list-style-type: none"> • Panorama Survey Results • Decrease of office referrals and office suspensions with behavior data via Q
Inform all staff, students and school families of Safety COVID-19 Procedures and School Protocols.	<ul style="list-style-type: none"> • COVID-19 Symptoms Flow Chart • Quarantine Options • Update all staff members when changes occur or additional information is provided by the School Nurse and/or Health Tech • Encourage cleanliness/safety at all times • Hand Sanitizer stations throughout the school campus 	Health Presentations by School Nurse/Health Tech; Pupil Services; Risk Management	School Nurse, Health Tech, School Principal	<ul style="list-style-type: none"> • Monitor health office referrals • Monitor students exposed to COVID-19 • Monitor students in quarantine: return dates and COVID test results

Component:
School's Safe Physical Environment

Element:
Safe School Environment

Opportunity for Improvement:
Ensure that the school is in safe physical working order.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will ensure a closed campus to ensure student safety.	<ul style="list-style-type: none"> • Ensure that locks and doors are in working order • Principal will have biweekly meetings with the Lead Custodian • Ensure that all gates are closed and locked at all times 	District/Facilities	Principal, Lead Custodian, Office Manager	<ul style="list-style-type: none"> • Submit work orders as needed
The site will ensure that campus facilities are safe and in working order.	<ul style="list-style-type: none"> • Principal and Lead Custodian will conduct regular inspections/walk-throughs for facility conditions 	District/Facilities	Principal, Lead Custodian, Office Manager	<ul style="list-style-type: none"> • Review monthly walk-through reports • Submit and monitor work orders
The site will ensure that all entrances and exits are clearly labeled by grade levels to reduce student traffic during arrival and dismissal times.	<ul style="list-style-type: none"> • Replenish signs as needed 	Site Funds	Principal and PBIS/Safety Committee	<ul style="list-style-type: none"> • Review/revise campus safety protocols during PBIS and Safety Meetings
The site will post signage of CHAMPS expectations and procedures in all common areas (library, cafeteria, playground, restrooms, front office).	<ul style="list-style-type: none"> • Replenish signs as needed • CHAMPS Assemblies to review expectations and procedures 	Site Funds	Principal and PBIS/Safety Committee	<ul style="list-style-type: none"> • Review/revise CHAMPS procedures during PBIS and Safety Meetings

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will be clean and free of safety hazards.	<ul style="list-style-type: none"> • Principal and Lead Custodian will conduct regular inspections/ walk-throughs for facility conditions • Principal will have biweekly meetings with the Lead Custodian 	District/Facilities	Principal, Lead Custodian, Office Manager	•Submit work orders as needed
The site will assure that all facility repairs are completed in a timely manner.	<ul style="list-style-type: none"> • Minor repairs are made immediately by the lead custodian or night custodians (if possible) • Principal and Lead Custodian will conduct regular inspections/ walk-throughs for facility conditions • Principal will have biweekly meetings with the Lead Custodian 	District/Facilities	Principal, Lead Custodian, Office Manager	•Submit work orders as needed

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:

Ensure all staff and students are prepared for an emergency

Objectives	Action Steps	Resources	Lead Person	Evaluation
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<p>The school staff and students will know what to do in case of an emergency situation.</p>	<ul style="list-style-type: none"> • Conduct monthly emergency/ disaster drills (lockdowns, fire, earthquake, evacuation) • Train all staff on school-wide policies and procedures (annual basis and as needed throughout the year) • All staff is given the opportunity to provide input on the CSSP • Safety Committee will meet regularly (each trimester and as needed throughout the year) to review/update safety procedures • All staff will receive training by Risk Management and the School Principal on emergency procedures and staff responsibilities (such as search and rescue) • Students will participate in 	<p>Emergency equipment/supplies, Risk Management, Oxnard Police Department, Oxnard Fire Department</p>	<p>Principal and School Staff (Classified and Certificated)</p>	<ul style="list-style-type: none"> • Staff debriefs after each monthly emergency/ disaster drill for feedback • Log of monthly emergency/ disaster drills • Agendas and Sign-in sheets from staff trainings
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	<p>Safety Assemblies</p> <ul style="list-style-type: none"> The Oxnard Police Department and Oxnard Fire Department will attend scheduled drills, upon availability, to ensure that procedures are followed properly and provide feedback to school administration 			
<p>The site will ensure that the school has all emergency equipment.</p>	<ul style="list-style-type: none"> Annual inventory and replenishment as needed for all emergency equipment/supplies All staff will have portable two-way communication radios (walkie-talkies) 	<p>Emergency equipment/supplies, Site Funds, Risk Management</p>	<p>Principal and Office Manager</p>	<ul style="list-style-type: none"> Each classroom/office will have an emergency backpack that contains a safety log, student rosters, and first aid Each classroom/office will have a portable toilet (bucket)

<p>The site will write/update the Comprehensive School Safety Plan (CSSP) on an annual basis.</p>	<ul style="list-style-type: none"> • All staff will provide input/feedback on the CSSP. • Parents and School Families will be able to provide input/feedback on the CSSP during ELAC/SSC/PTA/Coffee with the Principal meetings 	<p>Staff and Parent Meetings</p>	<p>Principal and all School Stakeholders</p>	<ul style="list-style-type: none"> • Submit CSSP for Board Approval • Review/Submit CSSP for SSC feedback/approval
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Rose Avenue Elementary School Student Conduct Code



Rose Avenue School

The School Of Science and Wellness



PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GOALS: We want our students to develop a sense of values and follow the Pumas' Guidelines for Success

Pumas' Guidelines for Success:

- Be Kind: and respectful to everyone.
- Be Responsible: Take care of yourself and protect school property.
- Be Safe: Follow all procedures, expectations, and rules.
- Be you best: Keep Rose Avenue bully-free.

We want our students to develop a sense of values and to become:

Caring	Honest
Responsible	Well mannered and courteous
Respectful	Knowledgeable of right and wrong
Fair	Positive in outlook
Compassionate	Self-disciplined

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards and consequences, so we can be both consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-disciplined and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior expectations, which will help each student become self-respecting, successful and respectful citizens.

PHILOSOPHY

A student's education is dependent upon a team effort involving the student, parents and school personnel. Each member of the team has specific responsibilities, which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct concerning life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Attend school daily and be on time for each class.
- Know and follow school rules and expectations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure e that your child is in school and on time each day.
- Ensure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for you child's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as scheduled.
- Know the district, school and classroom rules and be supportive of your child's school.
- Help your child to learn self-discipline and control.

Expectations for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules, district rules, and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences and communication.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to students.

Expectations for Administrator

- Inform students and parents about school district discipline standards.
- Consistently enforce classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences, which will assist staff in increasing competencies for student control and discipline.

- Provide leadership that will establish, encourage and promote both effective teaching and learning.

Basic School Rules:

- Attend school regularly and promptly.
- Be prepared for class.
- Treat others with respect, care, and consideration.
- Conserve and protect the school and private property.
- Engage in activities without "body contact".
- Follow all school and playground rules/expectations/procedures.
- Use appropriate language.
- Follow dress code.
- Follow other rules which may be adopted in individual classes.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds.
- While going to or coming from school.
- During the lunch hour, whether on or off campus.
- During, going to, or coming to a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises.
- Chewing gum while at school.
- Inappropriate use of cellular phones or electronic devices.
- Not adhering to the school dress code.
- Making bomb threats or false fire alarms.
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events.
- Habitual tardiness/truancy
- Forging parents' signatures or school documents (CAC 306).

Consequences:

- Administration will follow the Oxnard School District's Matrix of Responses to Behavior.
- Rose Avenue School has adopted PBIS (CHAMPS, STOIC, Restorative Justice) as a school-wide approach to student behavior modifications.
- Administration, Counselor, and ORC will meet with students each trimester and as needed to review school rules and expectations.
- The School Counselor will support teachers with CHAMPS and Restorative Justice practices in the classroom.
- The School Counselor will provide Social Skills Groups and/or individual counseling to support various student needs. (Growth Mindset, Emotion Regulation, Bullying, etc.)
- Depending on the violation of Ed Code and the number of infractions, students may lose school privileges and serious infractions may result in suspensions/expulsions from school.

Positive Reinforcements

- Puma/CHAMPS Bucks to acknowledge exemplary behavior and reinforce the guidelines for success: Be Safe, Be Responsible, Be Respectful – Be Your Best
- Praise from staff members
- Puma/CHAMPS Room visits
- Praise from all staff
- Awards Assemblies/Certificates for positive and safe behavior
- Incentives are used to promote exemplary student conduct

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

Hate crimes are immediately reported to administration and investigated in accordance to AR 5145 if a student feel that a behavior is motivated by a hate crime. If a hate-motivated behavior has taken place, appropriate discipline shall be followed.

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

Rose Avenue Elementary School will organize a School Safety Committee every school year to review and update the Comprehensive School Safety Plan on a continual basis to ensure the safety of the school community. The School Safety Committee meets each trimester and is also to meet as needed throughout the year. All recommendations and changes are brought to the attention of the entire staff and stakeholders at meetings held throughout the school year. The plan is discussed and reviewed with school staff, approved by the School Site Council, and updated after review by the Director of Pupil Services before being brought to the Governing Board for approval in February 2021.

Meeting Dates:

Coffee with the Principal (Parent Meeting): 11/15/2021

Leadership Meeting: 11/29/2021

Staff Meeting: 11/30/2021

Safety Committee Meeting: 12/6/2021

School Site Council for Approval: 12/16/2021

ELAC Meeting: 12/17/2021

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Thompson Park
Address	201 Imperial Street
Contact	Recreation and Community Services Department
Phone Number	805-981-0222
Date of Agreement	

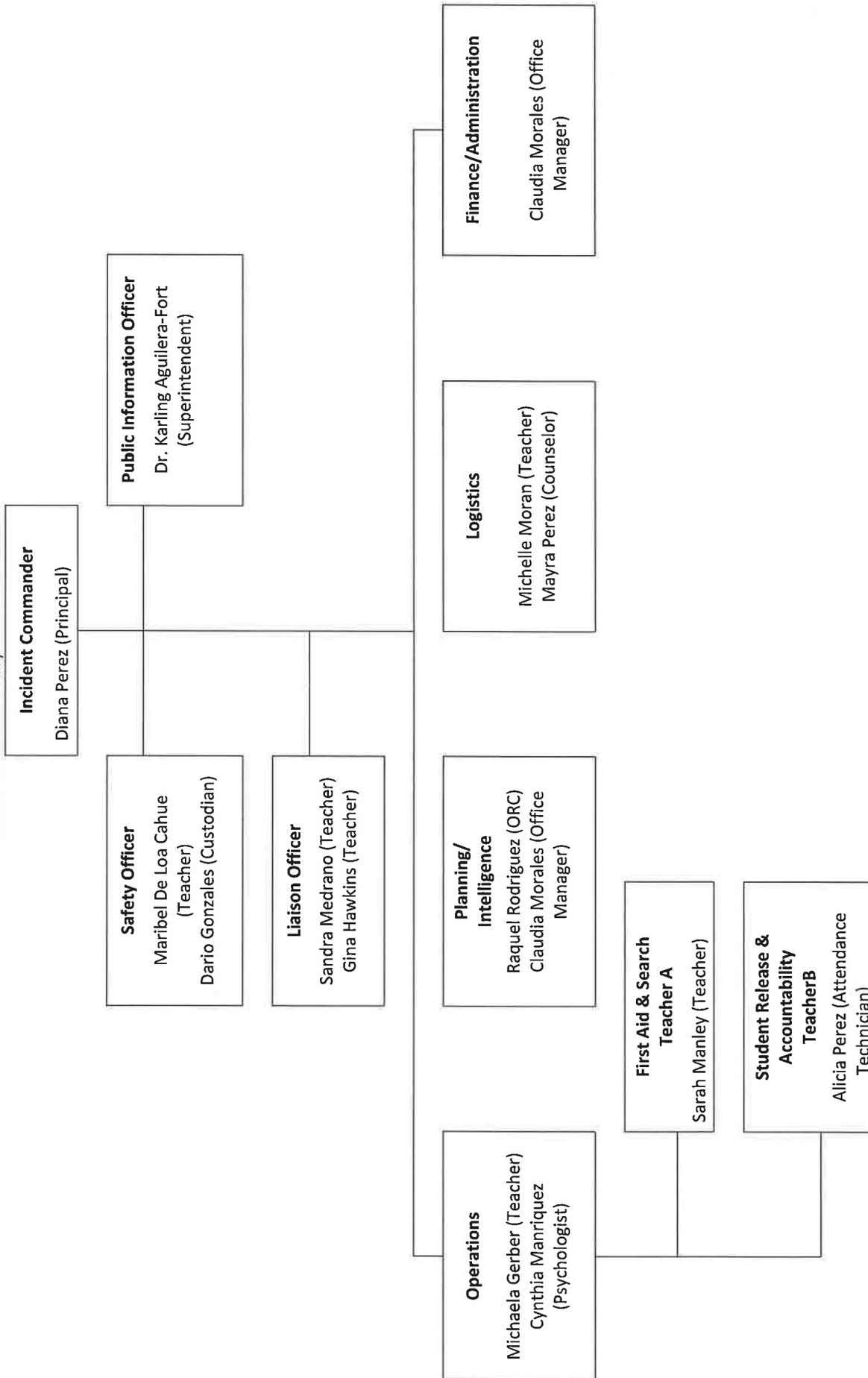
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Rose Avenue Field
Address	220 South Driskill Street
Contact	Diana Perez
Phone Number	805-469-7757

Phone Number	
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Incident Command System (ICS)

Rose Avenue Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. DO NOT RUN! Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: Operating schools during COVID-19: CDC's Considerations

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: Stronger Together

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: Special Education Guidance for COVID-19

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: Pandemic Flu Checklist for Local Educational Agencies in California

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ☐ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

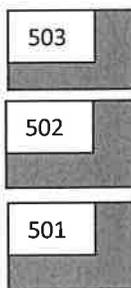
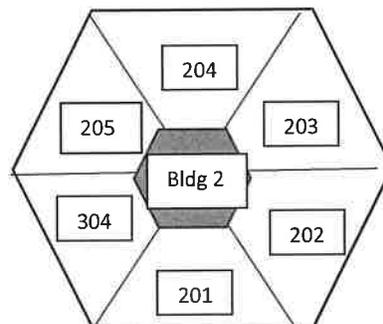
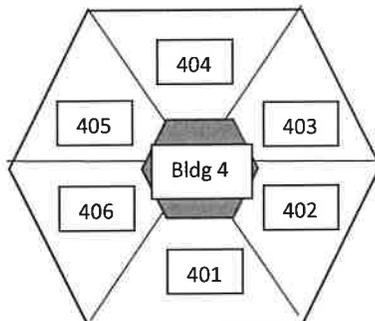
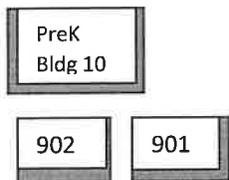
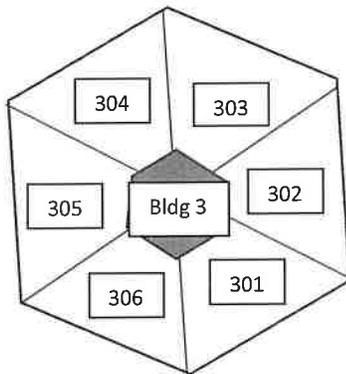
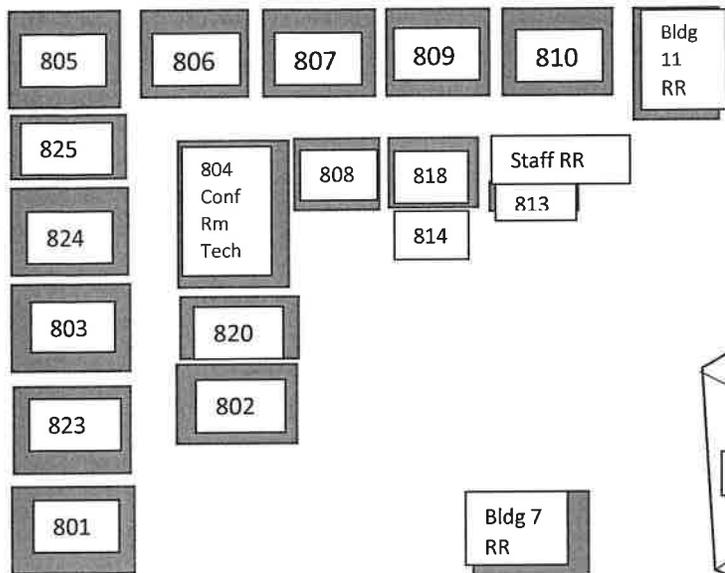
- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

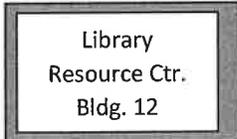


ROSE AVENUE ELEMENTARY

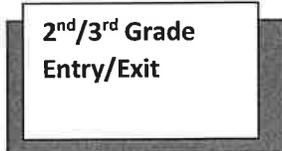
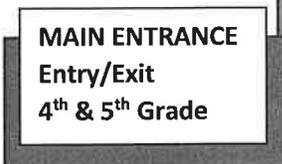
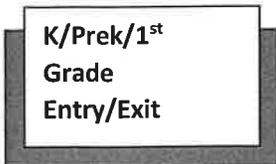


ORC 123	Workrm 124-125	Psychologist 126	Supply Rm
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KITCHEN x7206
Cafeteria



Ms. Diana Perez, Principal x7249
Ms. Perez, Counselor x7205
Office Staff ext. 7201, 7203
Health Office ext. 7204



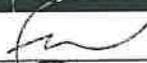
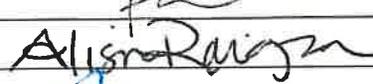
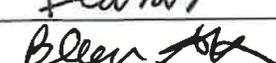
DRISKILL ST.

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: San Miguel
CDS Code: 56725386095905
District: Oxnard School District
Address: 2400 South J Street
 Oxnard, CA 93033
Date of Adoption:
Date of Review: -with Staff
 -with Law Enforcement
 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Mary Truax	Site Administrator		1/19/2022
Dr. Alison Raigoza	Program Specialist		2/4/22
Dr. Matthew Rubin	Kamala Principal		2/4/22
Rosie Casas	Office Manager		2/4/22
Blanca Gaytan	Parent Liaison		2/4/22
	Police department Representative		
	Fire Department Representative		

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: San Miguel
CDS Code: 56725386095905
District: Oxnard School District
Address: 2400 South J Street
 Oxnard, CA 93033
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 October 11, 2021
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Mary Truax	Site Administrator		
Dr. Alison Raigoza	Program Specialist		
Dr. Matthew Rubin	Kamala Principal		
Rosie Casas	Office Manager		
Blanca Gaytan	Parent Liaison		
<i>Luis McArthur</i> <i>Community</i>	Police department Representative	<i>[Signature]</i>	<i>2/3/22</i>
<i>SCOTT BREWER</i>	Fire Department Representative	<i>[Signature]</i>	<i>2/3/22</i>

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the San Miguel's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*

- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

San Miguel will provide a safe and stimulating early childhood education setting which promotes each child's Language, social emotional, physical and cognitive development.

Components of the Comprehensive School Safety Plan (EC 32281)

San Miguel Safety Committee

Mary Truax, Principal
Alison Raigoza, Program Specialist
Rosie Casas, Office Manager
Police Department Representative
Fire Department Representative
Blanca Gayton, Parent Liaison

Assessment of School Safety

San Miguel is a special education preschool setting. The staff was advised to follow correct procedures for school safety with a focus on health and safety while on campus. The safety committee met and discussed procedures to follow by staff and visitors, including students, while on campus. Risk Management from Oxnard District Office conducted a safety inspection of the campus. A report was submitted and necessary changes made. Risk Management conducts a safety inspection of campus each year and a report is submitted and necessary changes are made. The custodian and San Miguel administration conduct a monthly safety inspection. Any necessary findings are reported to the Oxnard District Office. Any safety issues are reported by staff to the administration and the issues are handled by the custodian or through work orders to the district office.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.

- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with

the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

San Miguel Dress Code Policy:

Primary responsibility for student grooming is with his or her parents; while working closely with school administration. The purpose of the dress standards shall be to ensure a safe and secure environment in which to offer a quality education.

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to appropriately conceal undergarments at all times.

- Articles of clothing, which display gang symbols, profanity or products, or slogans, which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. Professional sport team jackets, T-shirts, and hats are also Not permitted at school.
- Metal accessories and jewelry that present a hazard to the health and safety of students are prohibited.
- Oversized clothing is inappropriate and must not create a safety hazard during physical activity. Clothing may be no more than one size larger than the appropriate size.
- Beach wear, halter-tops, tube tops, bare midriffs, see through outfits, or off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.
- Shorts are permissible and must be at least mid-thigh in length. All shorts and jeans should be appropriate for school.
- Straps must be fastened at all times. Bib overalls must be worn with both straps fastened.
- All students must wear shoes. Strap on tennis shoes need to be strapped across the foot for safety. Flip-flops or sandals are inappropriate for safety reasons. Closed toe shoes only.
- Hats may be worn outside the classroom. Gang related symbols of any kind on the hats are not acceptable. Official school hats, inclement weather hats or hats that are part of an accessorized outfit are acceptable.
- Exceptions to the dress code can only be made for medical, health reasons, or religious beliefs.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety. Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes. Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

School Hours

During a typical school year, San Miguel School regular student day is from 8 am to 11:00 am for both state preschool and special education morning classes. For students attending afternoon sessions, the regular school day for state preschool classes are from 11:05 am to 2:00 pm and for special education preschool classes from 12:00 pm – 2:30 pm. San Miguel also has approximately 6 to 10 additional students on campus, for half hour increments, from 8:30 am to 3:30 pm for speech/language services. Upon arriving at school, all students are escorted onto campus by school staff through the main office gate and side office gate. At the end of the school day, students are escorted to the bus or released to parent/guardian by a staff member.

Closed Campus

San Miguel is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours. Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures. All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Leaving Early

Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school. Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

If the student arrives late, the student must be checked in at the front office and escorted to the classroom by a staff member. A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence. Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

Positive Behavior Intervention and Supports through professional development, parent training and the IEP Process

Opportunity for Improvement:

San Miguel will train new staff in Crisis Prevention and Intervention (CPI) Yearly opportunities to renew CPI certification are offered within the district and Selpa. Staff are also encouraged to attend district Applied Behavior Analysis (ABA) training

Objectives	Action Steps	Resources	Lead Person	Evaluation
Social emotional development for students through classroom instruction and adult facilitated interactions with peers	Progress monitoring on IEP goals Professional development opportunities for para educators	Teachers, Site Administrator, district and SELPA professional development	Principal and classroom teachers	Progress on IEP goals and DRDP results
CPI training	Staff participation in district and SELPA trainings.	SELPA and District PD, Pupil Services Director, Leadership team	Administrator and Leadership Team	Leadership team notes and PD registration
Parent trainings on behavioral support	Site based and community based trainings	New Dawn, SELPA, Public Health, Special Education Service Coordinators and behavior specialists	Special Education Service Coordinators and Administrator	Training Flyers and sign in sheets

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Based on the safety committees review, San Miguel will continue to ensure the safety drill schedule includes both AM and PM classes.

Objectives	Action Steps	Resources	Lead Person	Evaluation
In collaboration with Kamala, conduct regular safety drills at times that provide both AM and PM classes opportunities to participate	Calendar safety drills. Provide debriefing to staff and, if applicable, Kamala following a drill	Staff Calendar, Power Point, Staff Meetings	Principal and Assistant Principal in collaboration with Kamala Assistant Principal	Submit District Safety Forms
Safety meeting to review procedures	committee updated at the beginning of the year	Principal and Safety Plan	Principal	Safe School Plan Update
Continue to review facilities annual inspection to ensure safe egress and ingress	Hold inspection	Notes from inspections	Risk Management, Principal, Facilities	Report from Inspection
Safe egress from San Miguel to Kamala during evacuation drills	Calendar evacuations drills and provide debriefing to staff	San Miguel and Kamala Campus Supervisors All San Miguel Certificated staff	Principal in collaboration with Kamala Administration	Safety Form
Safe egress from San Miguel to neighboring Park during evacuation drills	Calendar evacuations drills and provide debriefing to staff	San Miguel Campus Supervisors and all San Miguel Certificated staff	Principal	Safety Form
Monitor facilities to ensure environment is safe.	Custodian to conduct monthly safety inspections of site and put in appropriate paperwork to fix problems as they occur	Notes from inspections	Custodian and Principal	Notes from meetings and work orders
Office Staff meetings to review protocols for student release	each trimester	Agendas from meetings	Principal and Office Manager	Notes from meeting
Ensure students are safe while on campus during the school day	School Campus is locked, Students are not released without following procedures and adults, staff wear school badges and all other adults must check in at the offer and have a visitors badge.	Review office procedures with staff and substitutes	Principal, Office Manager and Campus Supervisor	Procedural guidelines in the school handbook and substitute folders for all positions

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:

Based on the safety committee review, San Miguel will improve safety preparedness procedures by ensuring classroom rosters, emergency care plans and medical supplies are checked and updated regularly

Objectives	Action Steps	Resources	Lead Person	Evaluation
San Miguel has all emergency materials for a disaster	Inventory and restock materials for disasters including food supplies, first aid supplies, and search and rescue equipment	A storage bin on site with necessary emergency supplies, an emergency backpack and kit in each room.	Site Admin and Custodian	Inventory list
Students have access to medications	School nurse will ensure student medications and emergency care plans are kept up to date	locked Medicine cabinet, Emergency binder and emergency backpacks	School Nurse	Emergency care plans,
Updated class rosters & emergency care plans in each classroom emergency backpack	Attendance tech will print class rosters monthly and give to teachers. Teachers will place them in backpack and make sure a current emergency care plan is in the backpack for each student who has one.	Class list and emergency care plans	Attendance Tech, Office Assistant and Teachers	Documents are in backpack
In collaboration with Kamala, improve safety preparedness procedures	Use feedback from drills to reflect upon and improve emergency response procedures.	Class rosters and checklist collected from drills. Notes from safety meetings	Site Administrator and Kamala Assistant Principal	Feedback from disaster drills

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

San Miguel Student Conduct Code

- Goals: To provide a safe environment and necessary tools and resources to support the behavioral needs of the students.
- Beliefs: San Miguel school believes that the role of adult staff is to understand the underlying needs and provide students the instruction and resources necessary to assist them in learning and utilizing positive behaviors to address those needs. San Miguel School recognizes that all behavior is communication and an attempt to address an unmet need.
- Philosophy: A student’s education is dependent upon a “team” effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.
- Expectations of Students: With the support of staff, students will make continuing progress towards age appropriate social emotional development.
- Expectations for Parents: Parents will ensure their students are at school and on time each day. Parents will be open to community resources and school based trainings to support the student’s social emotional development across settings.
- Expectation for Teachers: With the assistance of support staff, teachers will evaluate the communicative intent of student behavior including awareness of antecedence and consequences that may be influencing the behavior. Additionally, teachers will develop appropriate goals and accommodations, including behavioral plans if necessary, and ensure consistent implementation of the Individual Educational Plan (IEP) across classroom staff members.
- Expectations for Administrators: To support the vision, goals, beliefs and philosophy of San Miguel, the school administrator will ensure access to applicable resources and trainings for both staff and parents

- Basic school rules: As a preschool made up primarily of students with special education needs, we recognize that all our students are in the process of learning to become more independent and make their wants and needs known using appropriate behavior and communication. Basic school rules include following adult directions, maintaining personal safety (staying with the class, using playground equipment safely etc), and safe interactions with others (no hitting, biting, kicking, pushing or throwing objects).
- Consequences: If progress is not made with the implementation of available school resources, the IEP team may consider additional resources available to the district including outside service providers and programs.
- Positive Reinforcements: Positive reinforcements are determined based on student's interests and developmental levels. They may such things as verbal praise or access to high interest activities and items.
- Evaluation and feedback methods: San Miguel maintains regular communication with parents and community providers and evaluates student progress through the IEP goals.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

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

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a regular basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in February, approved by the SSC, and updated on March 1st.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Kamala School
Address	634 West Kamala Street
Contact	Principal Matthew Rubin
Phone Number	(805) 385-1548
Date of Agreement	

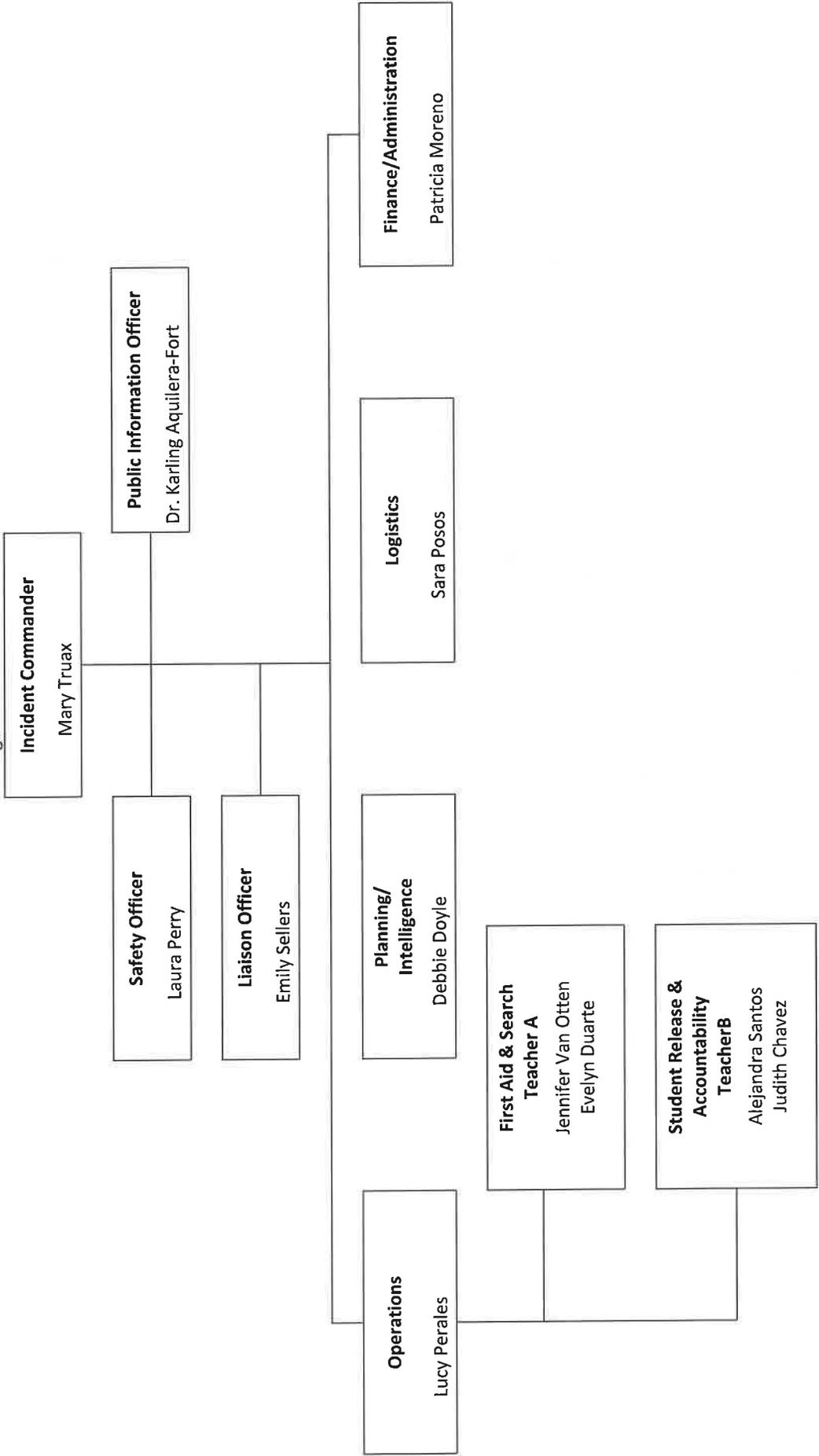
SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Rudolf Beck Park
Address	600 West Kamala Street
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	
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Incident Command System (ICS)

San Miguel School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from and infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: Operating schools during COVID-19: CDC's Considerations

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: Stronger Together

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: Special Education Guidance for COVID-19

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: Pandemic Flu Checklist for Local Educational Agencies in California

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

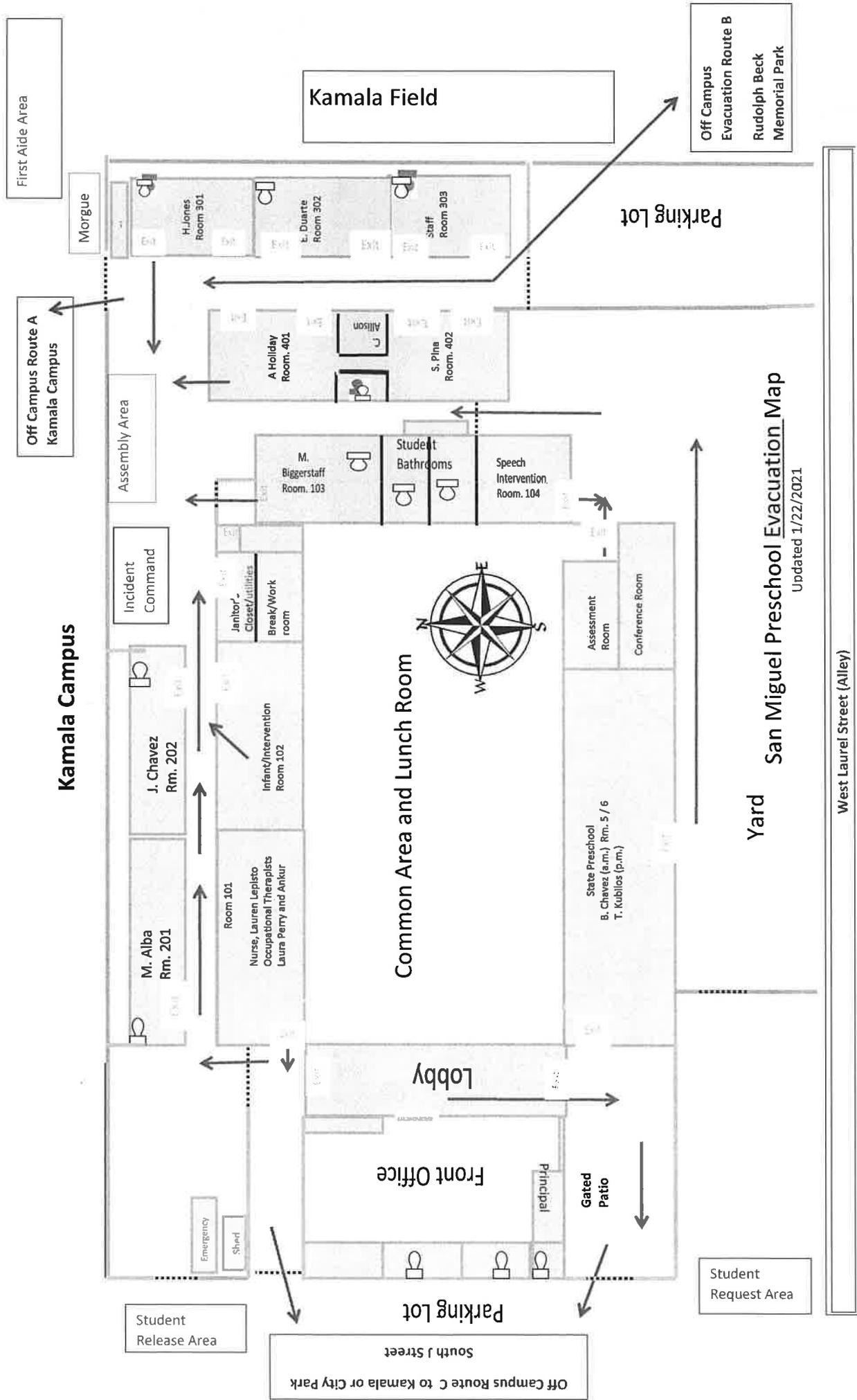
Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

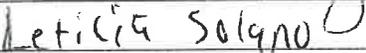


Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Sierra Linda Elementary
CDS Code: 56725386055388
District: Oxnard School District
Address: 2201 Jasmine Avenue
 Oxnard, CA 93036
Date of Adoption: January 18, 2022
Date of Review: -with Staff
 January 18, 2022
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Rosana Valdez	SSC President- Parent		1/24/22
Leticia Solano	ELAC-Parent		1/21/22
Lisette Robles	Outreach Coordinator		01/21/2022
Maria Morones	Office Manager- Classified	Maria I. Morones	1/21/2022
Armondo Arreguin	School Safety Committee Chair- Certificated		1/21/2022
Jorge Mares	Principal		1-20-22
 Luis Mc Arreguin Committee	Oxnard Police Department		
Scott Brewer	Fire Department		2/3/22

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	Oxnard Police Department		
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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Sierra Linda Elementary's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

We encourage children to become creative, academically competent, responsible citizens within a safe and healthy learning environment where all individuals are nurtured and respected. We believe students should be actively involved in all aspects of their academic and social-emotional development. We promote a "Respectful, Responsible and Safe" school environment.

We firmly believe that all children will learn and achieve their full potential when they are in a clean, safe, nurturing, and secure environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Sierra Linda Elementary Safety Committee

The following are members of our site's safety committee:

Armondo Arreguin, Safety Committee Chair-Teacher

Susana Luna, School Counselor

Jesus Espinoza, Lead Custodian

Leticia Solano, ELAC President

Maria Morones, Office Manager

Jorge Mares, Principal

Oxnard Police Department Representative

Scott Brewer, Fire Department Representative

Assessment of School Safety

The school is closed to all adults unless they checked in with the office and receive a visitor badge. There is still a challenge with the additional parents for kindergarten where the kindergarten area is inside the campus, as is the breakfast area. We have determined that Transitional Kindergarten and Kindergarten parents will only escort their students into the breakfast line or into the kindergarten playground area during the first three days of school (when feasible). Parents/guardians may receive special permission from principal depending on situation that may impact student.

The Principal leads a whole school lockdown drill, as well as monitors the school campus and provides support.

The Risk Management Department from the District conducts a Safety Inspection of the campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel.

Any safety issues are reported by staff to administration as they are noticed to be handled by the Lead Custodian or through work orders to the district office. The Lead Custodian and the Principal also conduct a monthly safety inspection and submit a report to the District Office.

Office Referrals were mostly happening during recess and lunch and are shared with parents, teachers, counselors and if need be with a representative from OPD. CHAMPS team has tallied the number of office referrals and reasons in order to best assess effectiveness of consequences. Summary of office referrals will be shared with staff, ELAC and SSC in order to address areas of highest concerns.

Attendance Rates and Suspension Rates are shared with parents and staff. Students with perfect attendance and no suspensions are recognized during school assemblies for their attendance/behavior. Staff meets with parents of those students with poor attendance/suspension. Interventions and solutions are documented and agreed upon with parents. If poor attendance continues families are placed on an attendance contract and/or recommended for Oxnard School District SARB. Students with perfect attendance are invited to a special recess.

The Panorama Survey results are shared with parents on SSC, ELAC, and staff. CHAMPS team reviews results and uses it as a base for improvements campus-wide.

The Safety Committee reviews and discusses procedures to be followed by staff and students during emergencies.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
 KNX-AM 1070 "KNX 1070 Newsradio"
 KUNX-AM 1400 "La Super X" Spanish
 KKZZ-AM 1520 "La Voz" Spanish
 KVTM- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
 KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
 KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.

- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services

1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

SIERRA LINDA SCHOOL DRESS POLICY

All students will be held to the Sierra Linda School Dress Policy. Students who violate the dress policy will be requested to fix inappropriate clothing, change into loaners or call home to have proper clothing items brought to school. Parents may be called at home or work to bring appropriate clothing to school. The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. The following will be strictly adhered to:

DRESS CODE

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the school room before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process.

Sierra Linda's School Dress Policy is based upon the principle that the standard of dress and grooming is primarily the responsibility of the parents and students. One's dress and appearance should not disrupt the education of others. Schools have the authority under State law to restrict the wearing of clothes, which could be considered to be "gang" attire.

1. Clothing, jewelry and personal items (backpacks, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear any type of weapon, which bear drug, alcohol or tobacco company advertising.

2. Clothing which exposes underwear, bare midriffs or stomachs (including transparent blouses, crop tops, tank tops, "spaghetti" straps, or halter tops), short shorts, or skirts (above mid thigh) are not permitted.
3. Shorts that extend below the bottom of the kneecap are not permitted.
4. Hats or hoods may not be worn inside a classroom or school building. Baseball caps or "bucket hats" may be worn for sun protection and must be a plain, solid color, and without any logos.
5. Pants must be worn at the waist to prohibit sagging.
6. Metal accessories that present a hazard to the health or safety of the wearer or others are prohibited on school grounds.

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

Results from the parent and teacher survey identified a concern for the school's physical environment. Specifically noted was the dropping off/picking up student area. We are a closed campus. A staff member monitors opened gates during ingress and egress. All guests are required to sign-in at front office and show a valid ID in order to walk onto campus. All parents/guardians must show a valid ID when picking up students during school hours. Transitional Kinder thru third grade stay with teachers until picked up by parent/guardian, older sibling or staff places them on bus.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

School Hours

- The regular student day is from 8:35 am to 2:45 pm. for students from grades 1-5. The regular school day for kindergarten students is from 8:35 am to 1:52 pm. (with the exception of attending before or after school intervention classes, the After School Program, or early release days).
- Upon arriving at school, students are to immediately come onto campus (note entrance gates used by students).
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by being picked up by parent/guardian, walking or riding the bus.
- Parents dropping off students at school should be aware that there is no supervision available before 8:10 am. School office hours are 7:30 am to 4:00 pm.

Guidelines addressing the arrival and dismissal of students are included in Sierra Linda's agenda and/or handbook. This information is also shared in assemblies and with the parents at parent meetings. Safety issues are also shared through Connect Ed.

- The regular student day is from 8:35 am to 2:45 pm. for students from grades 1-5. The regular school day for kindergarten students is from 8:35 am to 1:52 pm. (with the exception of attending before or after school intervention classes, the After School Program, or early release days).
- Upon arriving at school, students are to immediately come onto campus (note entrance gates used by students).
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding the bus.
- Parents dropping off students at school should be aware that there is no supervision available before 8:10 am. School office hours are 7:30 am to 4:00 pm.

Specific procedures include:

- No students are allowed to arrive at school before 8:10 AM
- If walking or being dropped off by parents, 1st-5th grade students must enter through their designated gate. If a student is eating breakfast in the cafeteria they must be dropped off in front gates only. If dropped off by bus, 1st-5th grade students enter through kinder gates. All students will walk to their designated area to line up.
- TK-Kinder students must enter and be dismissed through kinder gates. 1st through 5th grade students must exit through assigned gates.
- Instruction begins at 8:35 for all grades. There is a five minute warning bell at 8:30
- Parents, staff and guest are not to park in the bus loading and unloading zone in front of the office.
- Campus Supervisors and teachers are assigned supervision at designated areas during arrival and departure for student safety.

- Parents, staff and guest are to use caution during arrival and departure times. We expect all drivers to be patient and drive safely.
- Cross streets at designated cross walks.
- Dismissal time is 1:52 for Transitional Kinder and Kindergarten students. Parents are to park outside of the main school parking lot when waiting for children.
- Dismissal time is 2:45 for first through fifth graders. Parents are to park outside of the main school parking lot when waiting for children.
- Students going home on the bus will line up near room 907 and are then escorted to the bus.
- Teachers supervise classes out for safe and orderly dismissal.
- Teachers monitor high traffic areas at dismissal (bus area, street corner, parking lot crossing area).
- Oxnard PD monitors ingress and egress, providing feedback to improve traffic flow and reminding parents to follow traffic laws.

Leaving Early:

- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy

School begins at 8:35 am.

- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences

- When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

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

Component:

Positive School Climate

Element:

School Wide Positive Behavior Support

Opportunity for Improvement:

Students should follow the elements of the Pledge for Success/CHAMPS daily.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.	Daily community circles during opening; further discussion during community circle time; review of rules and expectations	Posters in classroom and common areas	Teachers, Paraprofessionals, School Counselor, Playground supervisors and Principal	Walk through observations, staff meeting debrief.
Parents shall be made aware of student behavior plans and expectations	Information shared with parents at Coffee With the Principal, ELAC, PTA, and School Site Council Meetings.	Space available for meeting	Teachers, Paraprofessionals, Playground supervisors and Principal	Parent awareness of expectations
Teachers and Classified staff shall be trained on CHAMPS	Teachers will be trained on the implementation of CHAMPS.	Meeting time	Teachers, Paraprofessionals, School Counselor, Playground supervisors and Principal	Attendance, follow through of implementation. School-wide CHAMPS leadership team will conduct walk-through observations
Education Codes will be followed when implementing respectful and dignified student discipline.	Discipline from teacher/principal/designee	Referral forms, Q documentation	Teachers, Principal, Designee	Monitoring of student behavior

Component:

Disaster Plan

Element:

Safe School Environment

Opportunity for Improvement:

Staff needs to review emergency drills, disaster plan (FEMA) and lockdown procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff to become trained in FEMA	Video course to be taken by all staff	Website for video course	Principal and Emergency Team	Completion of course
Familiarize disaster plan and procedures with staff	Review of plan on ongoing basis	Plan with roles for disaster	Principal and Emergency Team	Staff and students will know what to do or who to follow during a disaster.
Familiarize staff and students with procedures for lock-down. Conduct lock-down drills once per trimester.	E-mail new procedures to staff; review at staff meeting; conduct lockdown drill	Oxnard Police Department Handout	Principal and Emergency Team	Staff and students will know what to do or who to follow during a lockdown
Staff will conduct monthly fire drills for evacuation	Review procedure with staff, conduct drills	Evacuation map, emergency backpacks, procedure sheet	Principal and Emergency Team	Completion and observation of drill procedure
Educate parents about school disaster plan so they will help students understand procedures	Information shared with parents at Coffee With the Principal, ELAC, PTA, and School Site Council Meetings.	Site Disaster Plan	Principal and Emergency Team	Students and parents knowing what to do during a disaster.
Familiarize staff and students with earthquake procedures. Conduct earthquake drills once per trimester.	Review procedure with staff, conduct drills	Evacuation map, emergency backpacks, procedure sheets	Principal and Emergency Team	Staff and students will know what to do or who to follow during a earthquake.
Familiarize staff and students with Rules and Procedures for School Discipline.	Review ODR and district policies on an ongoing basis.	Trimester meetings and assemblies.	Principal or Principal Designee	Staff and students will be clear on Rules and Procedures
Familiarize staff and students with Hate Crime Reporting Procedures.	Review district policies with staff, students, and parents.	Trimester meetings and assemblies.	Principal	Staff and students will be clear on Rules and Procedures

Component:

School's Safe Physical Environment

Element:

School Safety

Opportunity for Improvement:

All school gates need to be closed during the school day, not allowing for openings into the parking lots.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All gates need to be closed and locked after entry into school or exit from school	Signs posted on the gates	Copies/Publications Campus Supervision Schedule for monitoring in the mornings	Principal/Teachers/Staff Members	Gates closed and locked
Reminding staff of procedures when they enter or leave campus, ensuring that gates are closed and locked behind them if they enter from a side gate.	Reminders in bulletin and via email or face to face with individuals.	Weekly bulletin	Principal	Gates closed and locked
Gates monitored by staff during delivery of food or supplies through back gate	Reminders to staff to close and lock the gates or have a staff member monitor gate during delivery so that students do not go out during the day.	Weekly bulletin reminder	Principal, staff members	Gates closed and locked
OPD is available on call for support.	Review procedures for calling OPD with staff.	Monthly Reminders in staff meeting	Principal	Procedures followed for calling OPD.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Sierra Linda Elementary Student Conduct Code

Sierra Linda Elementary's mission, vision, values and goals include:

Vision:

Empowering All Children to Achieve Excellence

Mission:

"We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected."

VALUES:

We can achieve our vision by on-going reflection and collaboration regarding best instructional practices, using data, prioritizing time and money, engaging in professional development that is relevant to student achievement, implementing interventions for both academic and social/behavioral needs (Response to Intervention/Instruction) and engaging students by using technology as an integral part of instruction.

CORE VALUES:

We believe that all students and staff deserve a learning environment where In, Equity--Integrity--Purpose--Perseverance - Compassion, are valued and nurtured.

STUDENT CONDUCT EXPECTATION AND RESPONSIBILITIES

In order to promote positive and respectful behavior from our students, Sierra Linda has a school wide plan that involves recognizing and encouraging responsible behavior. Students who follow classroom and school rules, behave safely, and treat themselves and others with respect are positively reinforced with praise and rewards. Students who violate district policy and state educational codes receive appropriate consequences and a telephone call to the parents.

The skills we teach are used to prevent inappropriate student conduct and promote responsible behavior. This plan is intended to support classroom rules and foster opportunities and ways for students to be rewarded. Thus, supporting character building wherein they learn to make safe, responsible and appropriate choices. Staff and students have created expected behavior in all areas of school premises via "CHAMPS" components. In addition, our Guidelines For Success are posted around campus. Our school mascot is the EAGLE, we used those letters to create our guidelines as follows:

"As a Sierra Linda Eagle I will..

Encourage Others
Accept Responsibility
Generate Positivity
Learn from Mistakes
Embrace Challenges
Strive for Success"

We expect all parents to support students by:

- *supporting the school's and district's behavior, homework and dress-code policies.
- *ensure that their child completes homework and daily assignments.
- *attend Back to School Night, parent conferences and other school related activities to support their child's academic and social-emotional growth.
- *be available for communication regarding their child's academic and social progress.

Please see attached Parent-Student Handbook for specific information on school rules, positive reinforcements, incentives and consequences.

SCHOOL COMPACT

Parent or Guardian:

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.

- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.

Student:

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions, be respectful to others and play safely.
- Arrive at school on time, ready and prepared to learn.
- Read and practice Math-Facts at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Teacher & Principal

I understand the importance of the school experience for every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code and attendance policies are not being followed.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.

- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs
- s) Aided or abetted the infliction or attempted infliction of physical injury.
- s) Aided or abetted the infliction or attempted infliction of physical injury.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in January and February, approved by the SSC, ELAC and staff. The completed plan will be distributed to school-wide by email and printed copies will be available for parent/community review at the front office. The safety plan will be reviewed bi-annually by all Sierra Linda staff. Evacuation maps are posted in every classroom and common areas of the campus.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

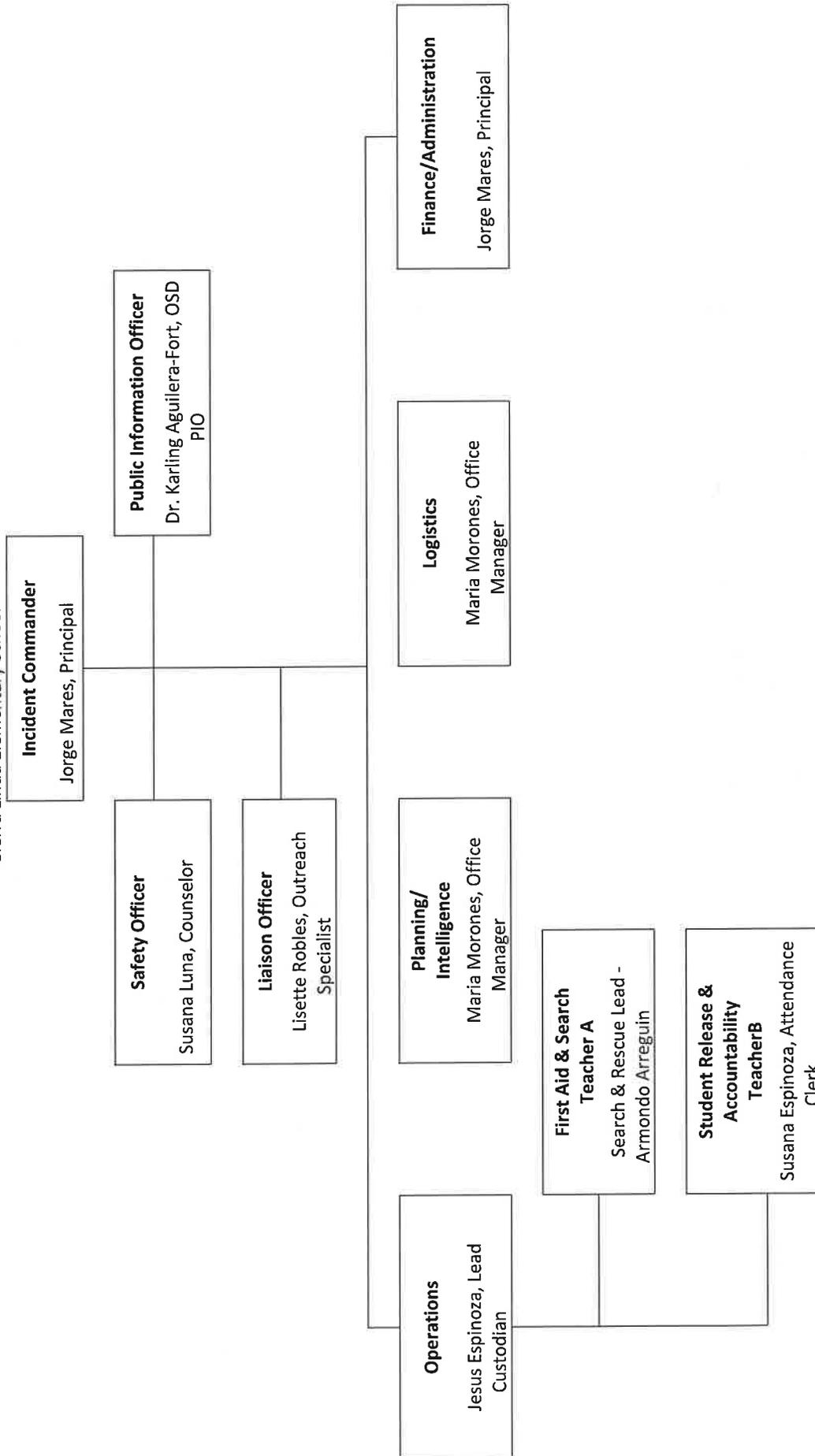
Organization	Sierra Linda Park
Address	2229 Ironbark Dr, Oxnard, CA 93036
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Orchard Park
Address	2130 Edelweiss Street Oxnard, CA 93036
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995

Phone Number	
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Incident Command System (ICS)
Sierra Linda Elementary School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe.
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: PREPARING FOR INFECTIOUS DISEASE

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

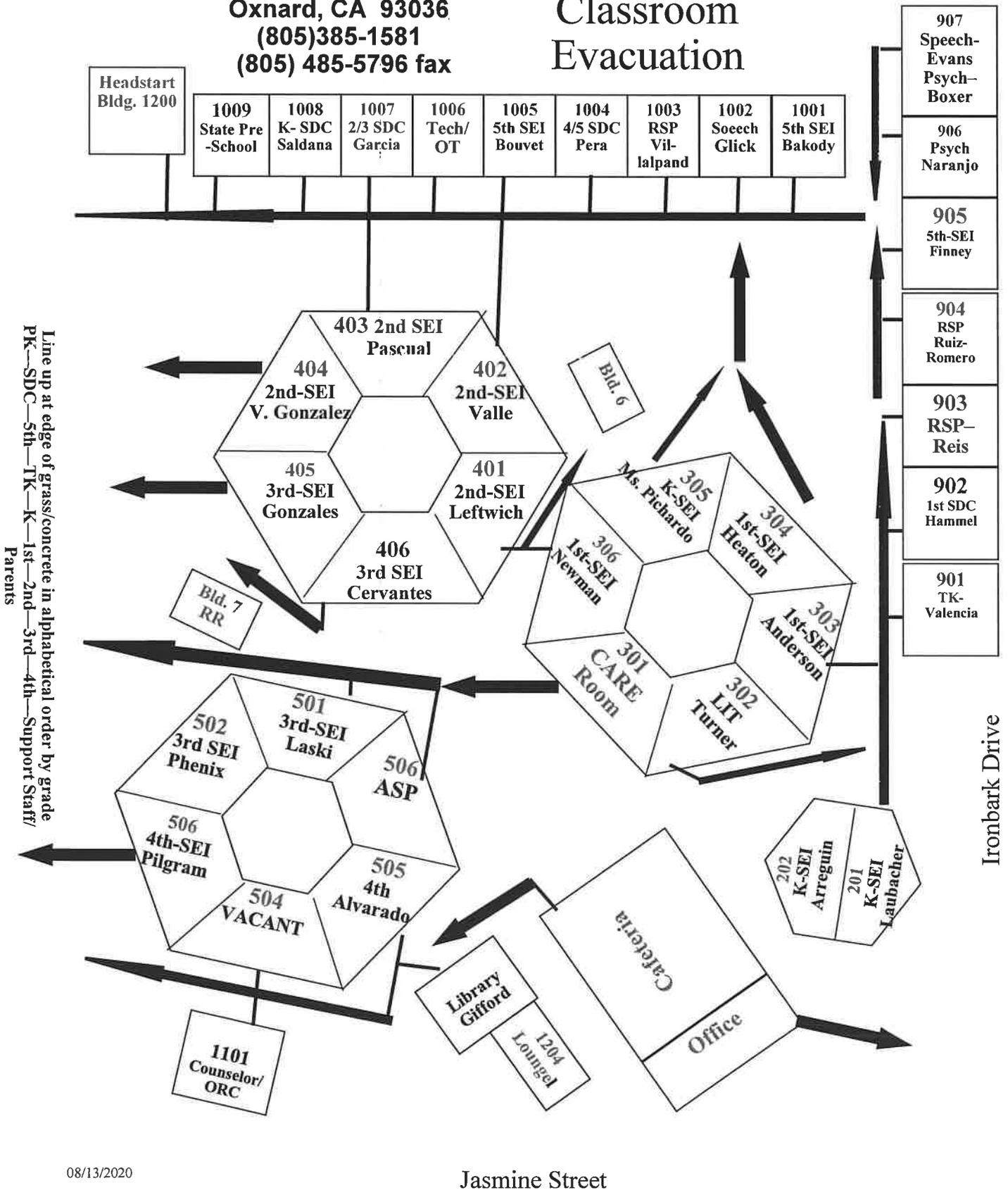
- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Box, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Sierra Linda Eagles
 2201 Jasmine Street
 Oxnard, CA 93036
 (805)385-1581
 (805) 485-5796 fax

2021-2022 Classroom Evacuation



08/13/2020

Jasmine Street

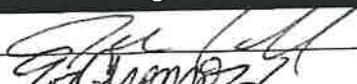
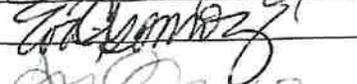
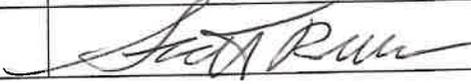
Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Juan Lagunas Soria School
CDS Code: 56725380119412
District: Oxnard School District
Address: 3101 Dunkirk Drive
 Oxnard, CA 93035
Date of Adoption: January 20, 2022
Date of Review: -with Staff
 -with Law Enforcement
 -with Fire Authority

Reviewed by:

Name	Title	Signature	Date
Dr. Andres Santamaria	Principal	<i>Andres P. Santamaria</i>	1/20/2022
Alfredo Varela	Assistant Principal	<i>Alfredo Varela</i>	1/20/2022
Naomi Aguilera	School Office Manager/Classified Rep	<i>Naomi Aguilera</i>	1-20-22
Alicia Serrato	Attendance Tech	<i>Alicia Serrato</i>	1-20-2022
Diana Pelayo	Intermediate School Secretary	<i>Diana Pelayo</i>	1-21-2022
Lorri Peterson	Teacher	<i>Lorri Peterson</i>	1-21-22
Kelley Elrod	Teacher	<i>Kelley Elrod</i>	1-21-22
Armando Alvarado	Teacher	<i>Armando Alvarado</i>	1-21-22
Lorena Carrillo	Teacher	<i>Lorena Carrillo</i>	1-21-2022

Name	Title	Signature	Date
John Guillen	Teacher		1/21/2022
Eva Gomez	SSC Chairperson/Parent		1/21/22
Ana Cano	After-School Program Site Coordinator		1/21/2022
<i>Luis de Aranda Commander</i>	Police Department Representative		2/4/22
SCOTT BREWER	Fire Department Representative		2/3/22

Comprehensive School Safety Plan SB 187 Compliance Document

2021-2022 School Year

School: Juan Lagunas Soria School
CDS Code: 56725380119412
District: Oxnard School District
Address: 3101 Dunkirk Drive
 Oxnard, CA 93035
Date of Adoption: February 16, 2022
Date of Review: -with Staff
 December 2021
 -with Law Enforcement
 January 2022
 -with Fire Authority
 January 2022

Reviewed by:

Name	Title	Signature	Date
Dr. Andres Santamaria	Principal		
Alfredo Varela	Assistant Principal		
Naomi Aguilera	School Office Manager/Classified Rep		
Alicia Serrato	Attendance Tech		
Diana Pelayo	Intermediate School Secretary		
Lorri Peterson	Teacher		
Kelley Elrod	Teacher		
Armando Alvarado	Teacher		
Lorena Carrillo	Teacher		
John Guillen	Teacher		

Name	Title	Signature	Date
Eva Gomez	SSC Chairperson/Parent		
Ana Cano	After-School Program Site Coordinator		
	Police Department Representative		
<i>SCOTT BREWER</i>	Fire Department Representative	<i>Scott Brewer</i>	2/3/22

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the Juan Lagunas Soria School's office.

COVID-19 PANDEMIC INFORMATION FOR 2021 – 2022 SCHOOL YEAR

Due to the COVID-19 pandemic crisis, school sites have had to make ever-evolving changes in the 2020-21 school year. On-site processes have changed which include, but are not limited to, the following:

- *Face coverings*
- *Symptom Screening/Wellness Checks*
- *Handwashing/Hand Sanitizer*
- *Specific paths of travel throughout the school site*
- *Transportation changes*
- *Cleaning/sanitizing the campus*

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following websites:

Oxnard School District @ www.oxnardsd.org

Ventura County Department of Public Health @ www.vhca.org

Center for Disease Control and Prevention @ www.cdc.gov

Safety Plan Vision

Student safety is a top priority at Juan Lagunas Soria School. School staff are committed to providing a safe, positive, and academically stimulating environment where students can experience and achieve school success.

Components of the Comprehensive School Safety Plan (EC 32281)

Juan Lagunas Soria School Safety Committee

Dr. Andres Santamaria (Principal), Alfredo Varela (Assistant Principal), Naomi Aguilera (Office Manager), Sonia Nava (Outreach Specialist), Alicia Serrato (Attendance Technician), Diana Pelayo (Intermediate School Secretary), Lorri Peterson (Teacher), Kelley Elrod (Teacher), GinaMarie Alvarez (Teacher), Armando Alvarado (Teacher), Lorena Carrillo (Teacher), John Guillen (Teacher), Maritza Loya Castro (School Counselor), Eva Gomez (School Site Council Chairperson/Parent), Ana Cano (After-School Site Coordinator), Police Department Representative, and Fire Department Representative.

Assessment of School Safety

The site monitors closely Office Referrals, Attendance Rates, Suspensions/Expulsions Data, and the Healthy Kids Survey to assure that there continues to be improvements in students' behavior and overall school climate. Findings are shared with all stakeholders including faculty, staff, parents and overall community. Meetings are scheduled during the school year to present school safety information to all stakeholders in order to gather their input and feedback. These meetings include SSC, ELAC, PTA, Staff Meetings, and the PBIS committee meetings.

District's Risk Management conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.

The Lead custodian and the School Principal conduct a monthly safety inspection and submit a report to the District Office.

Any safety issues are reported by staff to school site administration. Safety issues are handled by the lead custodian or through work orders to the District Office.

The Safety Committee reviewed and discussed procedures to be followed by staff and students during emergencies.

Monthly drills, evaluation of monthly drills and an end of the year self-evaluation are conducted in collaboration with the Oxnard Police Department.

The Oxnard Police Department periodically visits the school during the morning and dismissal hours and gives input into the safety protocols for dropping off and picking up students.

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Each employee has been properly trained on Child Abuse Reporting Procedures, the timeline to report, and the procedures for providing information to the school office manager, principal and Oxnard School District Superintendent.

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL

This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Administration follows district guidelines as set by Pupil Services for suspension, expulsion and mandatory expulsion procedures.

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUND FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

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

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth's Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district's procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers were informed at the beginning of the school year of dangerous pupils (K-8).

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Each employee has been trained by the District Office Human Resources Department of Sexual Harassment Policies. Employees are to inform administration of suspected sexual harassment when experienced personally or when witnessed within the school environment.

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual

orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

All students will be held to the Juan Lagunas Soria School Dress Policy. Students who violate the dress policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents/guardians to have proper clothing items brought to school and change, to adhere to the school's dress code policy.

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V. Section 302: A pupil, who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the school campus before entering.

Students may not wear clothing or hairstyles that will be disruptive to the educational process both on and off campus.

School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

The following will be strictly adhered to:

Juan Soria students should dress in clothing, footwear and accessories that promote and maintain a serious, academically-oriented school atmosphere. Dress or appearance should not disrupt the education of others. Clothing should not disrupt the flow of the classroom or school activities. Students who violate dress code will be told to change. Repetitive dress code violations will result in disciplinary action.

Juan Soria School does not allow the following:

1. Backless footwear, flip flops, slippers, or sandals
2. Exposed undergarments
3. Clothing or jewelry deemed provocative, disruptive or hazardous to the health or safety of the wearer.
4. Baggy, sagging, torn pants or shorts
5. Clothing, jewelry, and personal items with obscene or offensive drawings, and writing or pictures depicting alcohol, drugs, sex, racism, or violence
6. Gang-related apparel of any kind

7. Halter tops, crop tops, or spaghetti straps
8. Shorts or skirts above the mid-thigh
9. Hats or head coverings with logos and/writing (with the exception of those pertaining to religious observances).
10. Professional team attire (Dodgers, Cowboys, Lakers, etc.) except on specially designated school spirit days.

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

The Safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stakeholders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the students' emergency cards and will be followed accordingly.

PLEASE NOTE: All information in this section may change due to COVID-19 restrictions and safety precautions.

SCHOOL HOURS

- The regular instructional day for students is from 8:40am - 1:57pm (Kindergarten), 8:40am - 2:50pm (Grades 1-5) and 8:35am - 3:03pm (Grades 6-8).
- Parents dropping students off at school should be aware that playground supervision is not available before 8:00am. School office hours are 7:30am - 4:00 pm daily.
- Once arriving at school, students are to immediately come onto the campus and move to the Multi-Purpose Room or the blacktop/playground area.
- Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding a bus. Students waiting for rides home via automobile need to wait in the designated pickup area.
- Loitering is prohibited. Students who fail to adhere to this rule will be subject to disciplinary action.
- Crossing guards are present between the parking lot and the main gate at arrival and at dismissal.
- During dismissal, two additional crossing guards are present at Dunkirk St. (Blacktop Area and Flagpole Area).

DISMISSAL

- Students will be dismissed through various exits depending on their grade level; Kindergarten will exit through the Kinder playground, 1st through 4th grades will exit through the Dunkirk gates and 5th through 8th grades will be dismissed through the playground gates.
- Siblings in different grade levels will be allowed to wait for each other in the supervised quad area.
- Students who have not been picked up fifteen minutes after their dismissal time will be asked to wait inside until an authorized person comes to pick them up.
- All exit gates will be closed at 3:20pm. Anyone picking up a student after that time must stop by the front office to sign-out the student following the established protocol.
- Students will not be allowed to wait on Fifth St. or the City Park adjacent to Soria School.

BEFORE SCHOOL DROP OFF/AFTER SCHOOL PICK UP

- The front parking lot has a designated drop off area and through traffic zone. This area is monitored and supervised by classified staff, certificated and/or administrative staff.
- Parents may park in the front lot to walk student(s) onto the site. Parents should follow this same procedure at the end of the school day to pick up their child.
- Students should walk on the sidewalk and within the crosswalk area.
- Kindergarten parents are asked to drop off their child at the Kindergarten playground entrance.
- 1st – 8th grade students can be dropped off in the parking lot and playground entrance.
- Students riding their bicycles, skateboards, or scooters to school must lock them up in the appropriate racks. Skateboards, bicycles, and scooters are not allowed on campus.

- Drop off and Pick up procedures are shared in assemblies and with the parents at parent meetings. Safety issues are also shared with parents through the Blackboard phone messaging system.

CLOSED CAMPUS

- Juan Lagunas Soria School is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitor the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting for pick up or the bus.
- All visitors (including parents) are asked to sign-in and pick up a visitor's badge in the front office before entering campus. This includes parents/guardians when dropping off or picking up students.
- Visitors without a proper badge will be re-directed to the front office to adhere to check-in procedures.

LEAVING EARLY

- Students may leave campus prior to dismissal; if parents/guardians or persons designated by parents/guardians (are on the emergency card) pick up students from school.
- Under no circumstances should a student leave campus without permission. Parents/Guardians must check in at the office in order to pick up students who are leaving campus for appointments.
- Only parents and guardians listed on the emergency card with an ID can sign out for a student leaving campus.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the front office.

TARDY / LATE POLICY

- If the student arrives after the tardy bell, the student must check into the front office prior to going into the classroom.
- An "excused late" will be assigned when parents have called or come into the school with a valid excuse such as a doctor or dentist's appointment.
- When a student is habitually late to school (more than 3 times), parents will be contacted to meet with principal/principal designee, attendance tech and/or outreach specialist.
- Truant Tardy is when students arrive to school 30 minutes late. When a student is determined to have a truant tardy, he/she will be assigned an office detention, be placed on an attendance contract and possibly receive a citation.

EXCUSED ABSENCES

- When a student is absent, the Parent/Guardian needs to notify the school school through a written note or phone call to the front office within 72 hours of the absence.
- Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member. All other absences are considered unexcused. State law does not provide any financial assistance to schools when students are absent for any reason, including excused absences.
- Off campus absences, which are not approved in advance, are UNEXCUSED and students will be subject to disciplinary action.

RETURNING AFTER AN ABSENCE

1. Bring a dated note from parent(s) stating the reason for the absence, with your name, grade, date of absence, and parent signature.
2. Take the note to the Attendance Tech prior to 8:30am to avoid being late for class.
3. Receive a readmit slip.
4. If a student leaves school early, a readmit slip must be picked up the following morning.

TRUANCIES (UNEXCUSED ABSENCES)

- If a student is habitually late or absent from school, various measures may be taken including detention, an alternate school placement, and referral to SARB (School Attendance Review Board).
- Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents.

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.
4. Having excessive tardies.

SAFETY AT DISMISSAL-TRAFFIC

- Campus supervisors have been trained by the Oxnard Police Department to cross students before/after school using the designated Pedestrian Crosswalks.
- The Oxnard Police Department Traffic Unit is called periodically to observe the traffic patterns during arrival and dismissal to ensure drivers are obeying traffic patterns and make any necessary recommendations for changes to current procedures.
- The Safety Committee meets regularly to review all safety and security procedures and make any necessary recommendations and changes.
- School Administration communicates with the community via meetings, letters and the Blackboard phone messaging system regarding reminders for safety and traffic regulations.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Maintain a positive, safe, and bully-free campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will create a positive behavior plan to encourage daily attendance.	<ul style="list-style-type: none"> • Monthly, trimester, end of the year, reward attendance program • Weekly parent communication • Attendance Mediation 	- Site and PTA funding support	<ul style="list-style-type: none"> • ORC • Attendance Technician • School Administration 	<ul style="list-style-type: none"> • Monthly Chronic Absence Data
The site will create social support for students.	<ul style="list-style-type: none"> • Social Skills Building Groups • One on One Counseling • Daily Check in with Students • Crisis Intervention • Parenting Classes 	<ul style="list-style-type: none"> • Pupil Services • Site Funds 	<ul style="list-style-type: none"> • School Counselor • ORC 	- Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.
The site will follow the school wide behavior expectation strategies.	<ul style="list-style-type: none"> • Full implementation of CHAMPS • CHAMPS assemblies for students 	<ul style="list-style-type: none"> • Ongoing CHAMPS training • RTI Trainings • Pupil Services 	<ul style="list-style-type: none"> • School Administration • ORC • School Counselor 	- Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.
Students can report hate crimes/ bullying.	<ul style="list-style-type: none"> • Anti-Bullying Assemblies for students • Training for teachers and students 	<ul style="list-style-type: none"> • PTA support for Assemblies • Site funding • Pupil Services for Curriculum 	<ul style="list-style-type: none"> • ORC • School Administration • School Counselor 	- Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will promote a drug-free school zone.	<ul style="list-style-type: none"> • Highlight Red Ribbon Week • Implementation of the Palmer Drug Abuse Program (PDAP) 	- Pupil Services	<ul style="list-style-type: none"> • School Administration • School Counselor • ORC 	- Panorama Social/Emotional Survey
The site will create and utilize Positive Behavioral Interventions and Supports (PBIS).	<ul style="list-style-type: none"> • Continue with the implementation of CHAMPS school wide • Implement the Restorative Justice Approach • Provide Professional Development in the area of PBIS 	<ul style="list-style-type: none"> • Ventura County Office of Education • Pupil Services • CARE Team (Committee for the Advancement of Respect and Education) 	<ul style="list-style-type: none"> • ORC • School Administration • School Counselor • Teachers 	<ul style="list-style-type: none"> • Panorama Social/Emotional Survey • Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.
The site will implement the Multi Tier System of Support (MTSS) to support students social/emotional needs.	<ul style="list-style-type: none"> • Staff training on the MTSS process • Monthly CST/SST Meetings 	- Pupil Services	<ul style="list-style-type: none"> • ORC • School Administration • School Counselor • Teachers 	<ul style="list-style-type: none"> • Panorama Social/Emotional Survey • Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site's MTSS team will be accessible to parents and students.	- Site Administration, ORC and School Counselor will remain visible and will connect with students and families before school, after school and during recess.	<ul style="list-style-type: none"> • District Funding • Pupil Services 	<ul style="list-style-type: none"> • ORC • School Administration • School Counselor 	<ul style="list-style-type: none"> • Panorama Social/Emotional Survey • Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.
The site will provide adequate campus supervision throughout the school day.	<ul style="list-style-type: none"> • Campus Supervisors will be trained on proper procedures and expectations • Campus Supervisors will be trained using the Safety Playground Certification Video. • Administration will meet with Campus Supervisors at least once a month. 	<ul style="list-style-type: none"> • District and Site Funding • Pupil Services • Oxnard Police Department 	<ul style="list-style-type: none"> • School Administration • Campus Supervisors 	<ul style="list-style-type: none"> • Panorama Social/Emotional Survey • Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The site will purchase/replenish recess equipment helping to maintain a safe environment for students.</p>	<ul style="list-style-type: none"> • Inventory equipment • Develop a budget to support the replenishment of recess equipment 	<ul style="list-style-type: none"> • Site Funding • Risk Management 	<ul style="list-style-type: none"> • School Administration • Campus Supervisors 	<ul style="list-style-type: none"> • Panorama Social/Emotional Survey • Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.

Component:

School's Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Ensure that the school is in safe physical working order.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will ensure a closed campus to ensure student safety.	<ul style="list-style-type: none"> • Ensure that locks and doors are in proper working order. • Administration will have weekly meeting with the school's lead custodian. 	- District/Facilities	<ul style="list-style-type: none"> • School Administration • Lead Custodian 	Submit work orders as needed
Campus facilities are safe and adequate.	- Monthly walk throughs to ensure that facilities are being properly maintained and outdoor playground equipment are in proper working order.	- District/Facilities	<ul style="list-style-type: none"> • Administration • Lead Custodian 	Review monthly report and submit work orders as needed
The site will assure that all facility repairs are completed in a timely manner.	<ul style="list-style-type: none"> • Minor repairs are made immediately through the lead custodian or work orders placed through the DO. • Major changes will go through a process of involving all stakeholders 	- District/Facilities	<ul style="list-style-type: none"> • School Administration • Lead Custodian • Office Manager 	Weekly walk-throughs

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:
Ensure all staff and students are prepared for an emergency

Objectives	Action Steps	Resources	Lead Person	Evaluation
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<p>School staff will be prepared to respond in the event of an emergency situation.</p>	<ul style="list-style-type: none"> • School site staff will participate in monthly disaster drills, including fire, earthquake, lockdown, and evacuation drills. • The site will develop and train all staff on school-wide policies and procedures. • The Comprehensive School Safety Plan (CSSP) is updated regularly. • The staff is trained in the CSSP. • The safety committee meets regularly to review all safety and security procedures and makes any necessary recommendations and changes. • The school staff will receive training on search and rescue procedures and responsibilities. 	<ul style="list-style-type: none"> • Emergency Equipment • Oxnard Police Department • Oxnard Fire Department 	<ul style="list-style-type: none"> • School Administration • Classroom Teachers • School Staff 	<ul style="list-style-type: none"> • Log of Monthly Drills • Agendas/Sign-In Sheets
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<p>The site will have available adequate emergency equipment.</p>	<ul style="list-style-type: none"> • The site's Safety Committee will conduct a yearly Inventory of Emergency Equipment. • The site will have adequate two way working radios. • All emergency equipment will be replenished as needed. 	<ul style="list-style-type: none"> • Emergency Equipment • Oxnard Police Department • Oxnard Fire Department 	<ul style="list-style-type: none"> • Lead Custodian • School Administration • Safety Committee 	<p>- Checklist of needed school-wide supplies</p>
<p>Teachers and staff will be knowledgeable about their roles in case of an emergency.</p>	<ul style="list-style-type: none"> • The procedures within the Comprehensive School Safety Plan are discussed and reviewed by school staff. • Administration will discuss the School's Safety Plan with all teachers. • School Site Administration will train all staff in Emergency Procedures. 	<ul style="list-style-type: none"> • Emergency Equipment • Oxnard Police Department • Oxnard Fire Department 	<p>- School Administration</p>	<ul style="list-style-type: none"> • Staff Meeting Agendas • Professional Development Logs

<p>Students will know what to do in case of an emergency situation.</p>	<ul style="list-style-type: none"> • Students will participate in monthly disaster drills, including fire, earthquake, lockdown, and evacuation drills. • Students will participate in Safety Assemblies. • The Oxnard Police Department attends disaster drills scheduled by school staff on an annual basis to ensure that procedures are followed properly, providing feedback to school administration who will debrief with staff and implement the necessary changes. 	<ul style="list-style-type: none"> • Emergency Equipment • Oxnard Police Department • Oxnard Fire Department 	<ul style="list-style-type: none"> • School Administration • Classroom Teachers 	<ul style="list-style-type: none"> • Log of Monthly Drills • Agendas/Sign-In Sheets
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Juan Lagunas Soria School Student Conduct Code

Student conduct, which prevents students from learning or teachers from teaching, will not be tolerated. Juan Lagunas Soria School Staff has established clear, consistent consequences for behavior that interferes with learning and rewards for positive behavior to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents, and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

We want our students to develop a sense of values and follow the AZTECS school's guidelines to success:

- Always Give Your Best
- Zero Tolerance for Bullying
- Treat Everyone with Respect
- Encourage Others
- Create a Positive Environment
- Seek Excellence in Everything

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards, and consequences, so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
- Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a team effort involving the student, parents, and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct concerning life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Attend school regularly and be on time for each class.
- Know and follow school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Do not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Ensure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for your child's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit the school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline and control.

Expectation for Teachers

- Provide positive learning experiences appropriate for each student.
- Consistently enforce classroom rules, district rules, and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences and communication.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.

Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
Provide leadership that will establish, encourage and promote teaching and effective learning.
Work closely with parent groups to design a Parent/Student/School Compact that outlines the responsibility and expectations for each group.

Basic School Rules:

Attend school regularly.
Be on time.
Be prepared for class.
Treat others with respect, care and consideration.
Conserve and protect the school and private property.
Engage in activities without "body contact."
Follow all school, and playground rules and procedures.
Use appropriate language.
Follow district dress/uniform standards.
Respect the rights of others.
Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns, and Consequences:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in the prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

While on school grounds;
While going to or coming from school;
During the lunch hour whether on or off campus;
During, or going to or coming from, a school-sponsored activity.

Other causes of disciplinary action:

Deliberate littering of school premises;
Inappropriately using cellular telephones or electronic devices or failing to follow school policy outline in Parent/Student packet given out at the beginning of the year;
Not adhering to the school dress code;
Making bomb threats or false fire alarms;
Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school-sponsored events;
Habitual tardiness or truancy;
Forging parents' signatures or school documents (CAC 306).

Discipline and Behavior:

The school has adopted PBIS (CHAMPS, Foundations, Restorative Justice) as a school wide approach to student behavior modification.

Administration will meet with students once every trimester to go over school rules and expectations

The School's ORC and Counselor support teachers with CHAMPS in the Classroom

Administration holds monthly "town hall" meetings with middle school students to discuss student behavior

The school's Counselor and ORC will provide Social Skills Groups targeting bullying, decision-making and motivation

The school provides students with an online reporting bullying program

The School's Counselor and ORC hold community (restorative) circles with middle school students regularly during their advisory period.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- 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 property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

Hate crimes are immediately reported to administration and investigated in accordance to AR 5145 if a student feels that a behavior is motivated by a hate crime. If a hate-motivated behavior has taken place appropriate discipline shall be followed.

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

Juan Lagunas Soria School will create a School Safety Committee every school year. The purpose of the committee is to review the Comprehensive School Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on an as needed basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings held throughout the school year. The plan is discussed and reviewed with school staff, approved by the School Site Council in January, and updated after review by the Director of Pupil Services before being brought before the Governing Board for approval in February.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

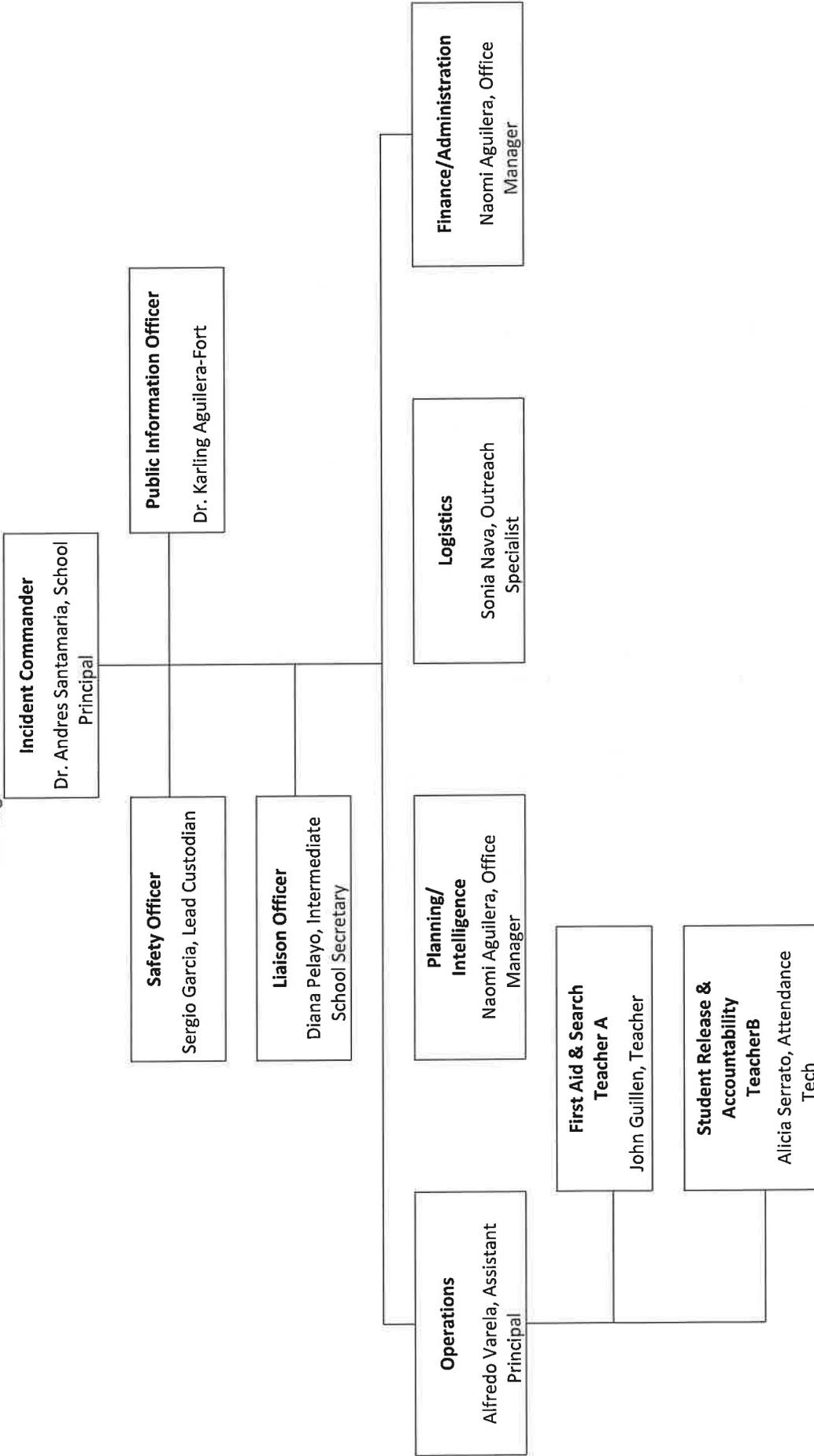
PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Dunkirk Park
Address	W. 5th St. Oxnard, CA 93030
Phone Number	
Date of Agreement	

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Boys and Girls Club of Oxnard
Address	1900 W. 5th St. Oxnard, CA 93030
Contact	Alicia Valenzuela
Phone Number	(805) 815-4959
Phone Number	

Incident Command System (ICS)
 Juan Lagunas Soria School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

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

MANAGEMENT

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency.

Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.

10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. **DO NOT RUN!** Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. **DUCK, COVER, AND HOLD** command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).

4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office

4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PANDEMIC

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza. The Center for Disease Control (CDC) defines influenza-like illnesses as having the following symptoms:

- Fever of 101.5° Fahrenheit or higher AND ONE OF THE FOLLOWING:
- Cough
- Sore Throat
- Headache
- Muscle Ache

When a pandemic emergency is declared by state and/or local authorities, Oxnard School District (OSD) will follow directives and protocols from these agencies in making decisions about school closure and school reopening, as well as decisions of student and staff safety. OSD will also follow procedures and protocols for emergency circumstances as outlined in the District's Emergency Operations Plan (EOP).

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. The following resources and guidance contain best current best practices for schools in planning and responding to pandemic emergencies.

CDC: *Strategies for Protecting K-12 School Staff from COVID-19*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

CDC: *Operating schools during COVID-19: CDC's Considerations*

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fguidance-for-schools.html

CDE: *Stronger Together*

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDE: *Special Education Guidance for COVID-19*

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

CDE: *Pandemic Flu Checklist for Local Educational Agencies in California*

<https://www.cde.ca.gov/ls/he/hn/documents/leapfluchecklist.pdf>

USDE: *PREPARING FOR INFECTIOUS DISEASE*

VCOE: *Coronavirus/COVID-19 Information*

<https://www.vcoe.org/coronavirus>

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to

assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.

- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

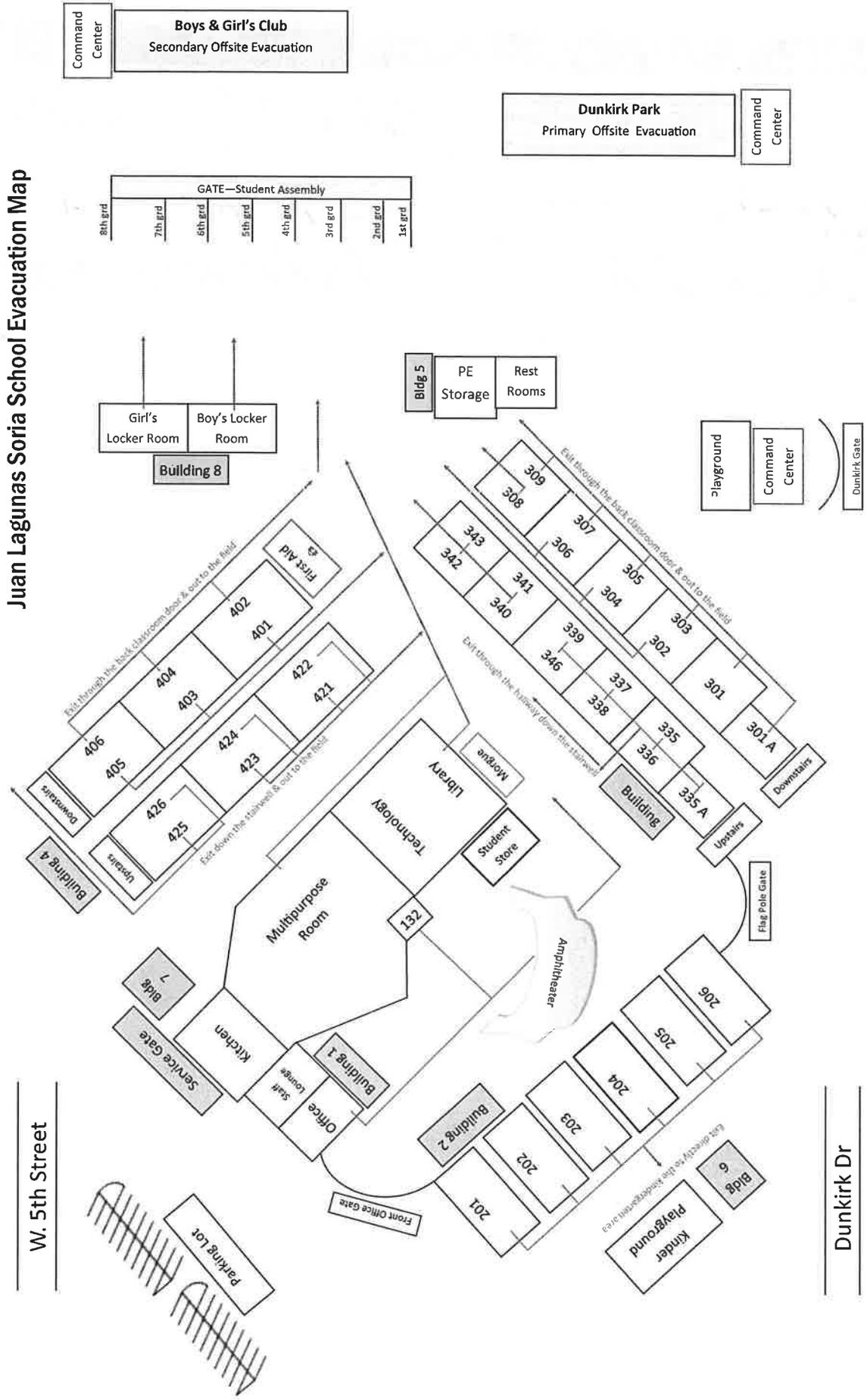
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

Emergency / Disaster Materials

- Water: Aqua Dox, 8.45 oz
- First Aid Kit:
 - Ice Packs
 - Adhesive Bandages ¾" x 3"
 - Ex-Large Bandages
 - Gauze Pads, 3" x 3" Sterile
 - Gauze Roll, 2" x 5 yd
 - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

Juan Lagunas Soria School Evacuation Map



Comprehensive School Safety Plans (CSSP)

Oxnard School District Board Meeting February 16, 2022



OSD Student Profile
Oxnard School District students will be promoted from our schools with the following traits:

- Innovator**
Students will be creative writers, inventors, readers and mathematical thinkers. able to think, design, and apply new knowledge in a variety of contexts.
- Problem Solver**
Students will be confident and self-conceted able to demonstrate a growth mindset and advocate themselves and for others.
- Global Citizen**
Students will be able to demonstrate their knowledge of local and global communities in all academic areas.
- Global Thinker**
Students will be compassionate, multi-cultural and citizens able to understand and to convey pride in their assets, heritage, and history.
- Collaborator**
Students will be collaborative learners able to communicate and learn through and with others.
- Digital Learner**
Students will be technologically, critically, and globally prepared to succeed and to lead.
- Engaged in the Future**
Students will be high school, college, and career ready.

1397
Oxnard School District Empowering All Children to Achieve Excellence

What is the Comprehensive School Safety Plan?

- Children in California are guaranteed the “right to attend public schools that are safe, secure and peaceful.” as outlined in the California State Constitution.
- California *Education Code (EC)* Section 32281 (a) requires that we develop a Comprehensive Safe School Plan (CSSP) to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.
- CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

Comprehensive School Safety Plans

- CA Education Code 32286 requires that the local Board of Education approve Comprehensive School Safety Plans for each school site annually by March 1.
- All school sites completed their Comprehensive School Safety Plans in consultation with school staff, parents, law enforcement, and community stakeholders, including School Site Council.

The CSSP and the OSD Student Profile

OSD Student Profile

Oxnard School District students will be promoted from our schools with the following traits:

Innovator

Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.

Problem Solver

Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

Achiever

Students will be able to demonstrate their knowledge on local and state measures in all academic areas.

Global Thinker

Students will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.

Collaborator

Students will be collaborative learners; able to communicate and learn through and with others.

Digital Learner

Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.

Focused on the Future

Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.



Oxnard School District

Empowering All Children
to Achieve Excellence

Components of a CSSP

- (A) Child Abuse Reporting Procedures
- (B) Disaster Procedures
- (C) School Suspensions, Expulsion and
Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous
Pupils
- (E) Sexual Harassment Policies

Components of a CSSP

(F) Dress Code Relating to Gang-Related Apparel

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

(H) A Safe and Orderly Environment Conducive to Learning

(I) School Discipline Rules and Consequences

(J) Hate Crime Reporting Procedures and Policies

Comprehensive School Safety Plans

Each CSSP contains appendices which include:

- Disaster Response Procedures
- Emergency Telephone Numbers
- Incident Command System (ICS)
- Evacuation Map(s)



Comprehensive School Safety Plans

Dangerous Intruder on Campus

- Each school has procedures in the event of a dangerous intruder on or near campus.
- Each site in coordination with the Oxnard Police Department conducts Lockdown Drills on a regular basis.
- The plan for dangerous intruders is not included in the plan that is available for public review in order to protect our staff and students.

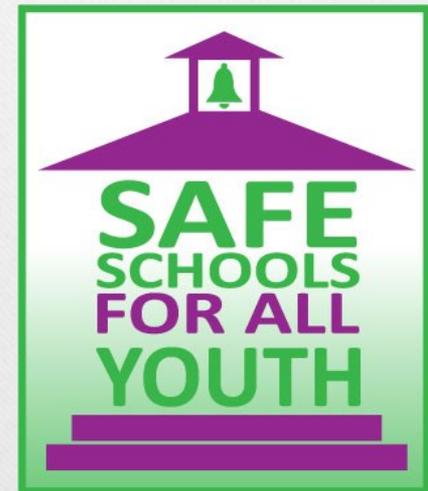
Considerations for 2021 - 2022

- COVID
 - OSD COVID-19 in-person instruction protocols
 - OSD COVID Prevention Program

Comprehensive School Safety Plans

In Summary:

- *Comprehensive*
 - *Campus security*
 - *Safe and positive environment*
 - *Disaster preparedness*
- *COVID Circumstances*
- *Prevention / Intervention / Response*
- *English / Spanish*



Comprehensive School Safety Plans

Recommendation:

Approval of Comprehensive School Safety Plans.



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Approval of Tentative Agreement #21-179 with the Oxnard Supportive Services Association (“OSSA”) regarding Salary for the 2020-2021 School Year (Torres)

The Oxnard School District (District) and the Oxnard Supportive Services Association (OSSA) have reached a tentative agreement for the 2020-21 school year.

FISCAL IMPACT:

The fiscal impact of the 1.5% off-schedule plus 1.5% on-schedule for OSSA is \$357,506, from ESSER funds.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Tentative Agreement #21-179 between the Oxnard School District and the Oxnard Supportive Services Association, as presented.

ADDITIONAL MATERIALS:

Attached: [TA OSSA Salary 2020-21 \(one page\)](#)

[OSSA 2020-21 new salary schedule \(one page\)](#)

Oxnard School District/Oxnard Support Services Associations
Collective Bargaining Agreement

2020-2021

Tentative Agreement

Article 16. SALARIES

16.1 Effective with the 2020-2021 school year, OSSA and the District agree to a 1.5% off schedule (one-time payment) and a 1.5% increase on the OSSA salary schedule (ongoing), retroactive to July 1, 2020.

Subject to Board approval and OSSA ratification.

For the District:

Dated: 2.1.22

By: Dr. Victor Torres
Dr. Victor M. Torres
Assistant Superintendent, Human Resources

For OSSA:

Dated: 2/1/2022

By: Shiri Hermesh
Shiri Hermesh
OSSA President

Oxnard Support Services Association (OSSA)
 Calculation for 1.5% increase effective 07/01/2020
 DRAFT

Nurse		Days 182	
	Daily Rate	Column	Anniversary
Step 1	\$ 422	\$ 77,281	\$ 1,839
Step 2	\$ 443	\$ 81,072	
Step 3	\$ 465	\$ 85,080	
Step 4	\$ 488	\$ 89,312	
Step 5	\$ 512	\$ 93,786	

Psychologist		Days 195	
	Daily Rate	Column	Anniversary
Step 1	\$ 475	\$ 87,003	\$ 2,058
Step 2	\$ 499	\$ 91,347	
Step 3	\$ 524	\$ 95,934	
Step 4	\$ 551	\$ 100,798	
Step 5	\$ 576	\$ 105,336	

School Counselor		Days 183	
	Daily Rate	Column	Anniversary
Step 1	\$ 452	\$ 82,695	\$ 1,961
Step 2	\$ 488	\$ 89,293	
Step 3	\$ 524	\$ 95,890	
Step 4	\$ 560	\$ 102,488	
Step 5	\$ 596	\$ 109,085	

Coordinator (Nurse)		Days 210	
	Daily Rate	Column	Anniversary
Step 1	\$ 508	\$ 106,720	\$ 2,501
Step 2	\$ 530	\$ 111,388	
Step 3	\$ 554	\$ 116,279	
Step 4	\$ 579	\$ 121,615	
Step 5	\$ 606	\$ 127,173	

Speech Therapist		Days 182	
	Daily Rate	Column	Anniversary
Step 1	\$ 475	\$ 87,003	\$ 2,058
Step 2	\$ 499	\$ 91,347	
Step 3	\$ 524	\$ 95,934	
Step 4	\$ 551	\$ 100,798	
Step 5	\$ 576	\$ 105,336	

Coordinator		Days 225	
	Daily Rate	Column	Anniversary
Step 1	\$ 514	\$ 100,182	\$ 2,354
Step 2	\$ 537	\$ 104,691	
Step 3	\$ 561	\$ 109,429	
Step 4	\$ 587	\$ 114,401	
Step 5	\$ 613	\$ 119,623	

Coordinator		Days 180	
	Daily Rate	Column	Anniversary
Step 1	\$ 508	\$ 91,474	\$ 2,158
Step 2	\$ 530	\$ 95,475	
Step 3	\$ 554	\$ 99,668	
Step 4	\$ 579	\$ 104,242	
Step 5	\$ 606	\$ 109,006	

Coordinator		Days 205	
	Daily Rate	Column	Anniversary
Step 1	\$ 508	\$ 104,179	\$ 2,444
Step 2	\$ 530	\$ 108,736	
Step 3	\$ 554	\$ 113,512	
Step 4	\$ 579	\$ 118,719	
Step 5	\$ 606	\$ 124,146	

Coordinator		Days 190	
	Daily Rate	Column	Anniversary
Step 1	\$ 508	\$ 96,556	\$ 2,273
Step 2	\$ 530	\$ 100,779	
Step 3	\$ 554	\$ 105,206	
Step 4	\$ 579	\$ 110,032	
Step 5	\$ 606	\$ 115,062	

Behavior Specialist and Program Specialist are on Coordinator 190 day schedule.

- Inactive Classifications:**
- Coordinator - GATE 180 Days
 - Coordinator - Reading First 180 Days
 - Coordinator - Title VII Prof. Develop. 180 Days
 - Coordinator - Prof. Develop. 225 Days
 - Coordinator - Educational Media Tech 225 Days
 - Senior Psychologist 225 Days
 - Senior Speech Therapist 225 Days

*Masters must be in Nursing, Public Health or Education

Anniversary increments in the amount of \$600 shall be granted at the beginning of the 9th year and 2.25% of Step 1 of the employee's salary, plus \$100 shall be granted at the beginning of the 12th, 15th, 18th, 21st, 24th, 27th, 30th, 33rd, 36th and 39th years of service to the District. An annual doctorate stipend of \$500 will be offered. An annual stipend of \$1,000 will be offered to the Senior Psychologist and the Senior Speech Therapist.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Consideration of Votes for 2022 CSBA Delegate Assembly Vacancies (Aguilera-Fort)

An opportunity is presented for the Board of Trustees to consider whether it wishes to vote for candidates to fill vacancies in the CSBA's Delegate Assembly, Subregion 11-B. All ballots must be postmarked no later than Tuesday, March 15, 2022.

There are currently four (4) vacancies in Subregion 11-B. The Board may vote for up to the number of vacancies in the subregion (4); however, the Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates.

The terms for the following Delegates expire in 2022: Darlene Bruno (Hueneme SD), Efrain Cazares (Oceanview SD), Debra M. Cordes (Oxnard SD), Shelly Griffen (Ojai USD) and Daniel Sandoval (Santa Paula USD). All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 through March 31, 2024.

FISCAL IMPACT:

There may be costs incurred by the Delegates to attend meetings; costs would be incurred through the General Fund, Board of Trustees' budget.

RECOMMENDATION:

It is recommended that the Board of Trustees consider whether it wishes to vote for representatives to fill vacancies in the CSBA's Delegate Assembly, Subregion 11-B (Ventura).

ADDITIONAL MATERIALS:

Attached: [Ballot Package CSBA Delegate Assembly 2022 \(10 pages\)](#)

RECEIVED
JAN 31 2022
SUPERINTENDENT'S
OFFICE



REQUIRES BOARD ACTION

Due: Tues. March 15—return ballot in enclosed envelope

January 31, 2022

MEMORANDUM

To: All Board Presidents and Superintendents — CSBA Member Boards
From: Dr. Susan Heredia, CSBA President
Re: 2022 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Tues. March 15**

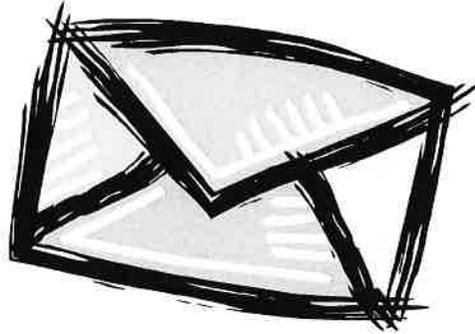
Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2022.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held. Results will be published by May 11, 2022.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The next meeting of the Delegate Assembly takes place on Saturday, May 21 and Sunday, May 22, 2022. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots



**BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD
THE ENVELOPE BECOME MISPLACED; PLEASE
USE YOUR STATIONERY AND RETURN TO:**

**CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, WRITE THE REGION OR
SUBREGION NUMBER (THIS NUMBER APPEARS
ON THE BALLOT AT THE TOP).**

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-B
(Ventura County)

Number of seats: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

- Darlene Bruno (Hueneme ESD)*
- Efrain Cazares (Ocean View SD)*
- Debra Cordes (Oxnard ESD)*
- Shelly Griffen (Ojai USD)
- Daniel Sandoval (Santa Paula USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2022

Luz Reyes-Martin (Goleta Union SD), term expires 2023

Subregion 11-B (Ventura)

Matthew Almaraz (Ventura USD), term expires 2023

Darlene Bruno (Hueneme SD), term expires 2022

Efrain Cazares (Oceanview SD), term expires 2022

Debra Cordes (Oxnard SD), term expires 2022

Lauren Gill (Conejo Valley USD), term expires 2022

Jeri Mead (Santa Paula USD), term expires 2023

County Delegate:

Rachel Ulrich (Ventura COE), term expires 2023

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Debra M Cordes Date: 12/06/21

Name: Debra M Cordes CSBA Region & subregion #: 11-B
 District or COE: Oxnard Elementary School District Years on board: 7
 Profession: Retired Contact Number (Cell Home Bus.): 805-290-7833
 Primary E-mail: dcordes@oxnardsd.org
 Are you an Incumbent Delegate? Yes No If yes, year you became Delegate: 2020

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I would like to continue the opportunity to engage with other board members throughout the state. This term as a Delegate was disrupted due to the Covid pandemic and our collaboration and advocacy was limited, however we did increase our knowledge of technology, it was our own "distance learning". The use of zoom for meetings and conferences was a new and challenging experience. During my time on the board I have served as Board President and clerk, additionally I have represented my colleagues on various District committees. My 35 years as an Oxnard School District educator brings a wealth of experience to this position.

Please describe your activities and involvement on your local board, community, and/or CSBA.

During the past 7 years I have had the opportunity to serve as Board President and Clerk on several occasions. Additionally I have represented my colleagues on various District committees such as Budget advisory, Master Plan and LCAP. I have attended the AEC conference every year that has been held where I have had the opportunity to expand my knowledge on the importance of governance as we plan and implement programs and policies that work towards improving student achievement. I am also on the executive board of three non-profits that promote student leadership, civil rights and people to people diplomacy. I look forward to continue my advocacy for our children and families.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The challenges we face as a governing board are continuously changing. Funding and improving student achievement are always at the top of the list. At this moment we have additional funds but we must be strategic on how it is spent knowing that they are one time funds. This past 20 months we have had to deal with unique situations with the closure of schools, the pandemic, distance learning and now how to address the disruption in learning and the social emotional needs that all of our students have experienced. Doing what is best for our children and communities has been controversial. CSBA continues to offer support as we look to them for information from throughout the state and guidance.

Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Shelly Griffen Date: 12/9/21

Name: Shelly Griffen CSBA Region & subregion #: 11
 District or COE: Ojai Unified School District Years on board: 5
 Profession: Executive Vice President of Mandar Inc. Contact Number (Cell Home Bus.): 805-794-6396
 Primary E-mail: sgriffen@ojaiusd.org
 Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

In my 5 years on the school board, our district has faced many challenges. From declining enrollment, to closing and repurposing a school at the epicenter of the Thomas Fire, to hiring a new superintendent and other changes in our governance team, to protesters and charter petitions, we have seen many changes and challenges in our district. These are events particular to our district and at the same time ubiquitous in our state and county. It is important that CSBA and our legislators hear from those who are intimately involved in these types of challenges. Graduating with a MA in Education in 2020, I look forward to using my education and experiences to advocate for all of our students at the state level.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Before becoming a school board member, I spent much of my time volunteering at my childrens' schools, as well as at church, sitting on our governing board there. I was also an executive board member of the Ojai Valley Library Friends and Foundation for 10 years. Now, in addition to having been school board president and sitting on district committees, I have been elected VCSBA Treasurer this year.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I see a huge challenge facing districts soon, when we lose our hold harmless status and return to ADA formula funding. Most districts in our area have continued to see declines in enrollment that will lead to large funding drops at the same time that the extra Covid funding is ending. This will lead to difficult budget decisions at the district level at a time when students need extra supports to overcome the continued distrutions to their lives and education due to this pandemic. As we also add universal TK to our districts, it will be incredibly important that CSBA advocates for full and fair funding and listens to board members about how our funding formulas are impacting our students. We must advocate for a better funding formula than ADA and the only way we will get there is through collective discussions and robust advocacy.

Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.
Signature: Darlene A. Bruno Date: 12/30/2021

Name: Darlene Bruno CSBA Region & subregion #: 11-B
District or COE: Hueneme Elementary School District Years on board: 29
Profession: Retired Contact Number (Cell): (805) 312-4185
Primary E-mail: dbruno@hueneme.org
Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2020

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have 29 years of experience as a board member. I have completed the Masters in Boardmanship and Masters in Governance programs. I have served on the nominating committee for CSBA, and been a Golden Bell evaluator. I have attended all the Annual Education Conferences. I believe it is our job as board members to give every child the best education suited to them. We need to make education in California equitable, meaningful and exciting for all our students. I sincerely believe "it takes a village" we need to collaborate with a broad spectrum of individuals and groups within our community to bring all the resources we can to benefit our children.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been Board President several times and served as Clerk of the Board several times also. Before and during my time as a board member, I was very active in PTA at the elementary, junior high and high school. I also served on the 12th District PTA executive board. I volunteered on a local Harbor Days board for over 25 years. I have served on the Ventura County School Board as a representative of the Delegate Assembly and as the Newsletter editor.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Full and fair funding is usually our biggest issue, and after the Pandemic I believe it will be again. California is in declining enrollment across the state. When the COVID funds are gone and we have to face the effects of the declining enrollment we will need to have a strong and consistent voice with the State legislators. California children deserve the best education we can possibly give them. With a strong voice, all of us together, we can advocate for the students in our care.

Regional County Delegate & CCBE Board of Directors Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot to serve as a CSBA Delegate and as a member of the California County Boards of Education (CCBE), if elected.

Signature: Efrain D. Cazares Date: 12/29/2021

Name: Efrain D Cazares CSBA Region & subregion #: 11 / B
 District or COE: Ocean View School District Years on board: 5
 Profession: Computer Technician Contact Number (Cell Home Bus.): (805)625-3233
 Primary E-mail: ecazares@oceanviewsd.org
 Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2019

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I know how relevant is the position to serve as a Delegate Assembly, critical link between Board of Directors, Governance Boards, Executive committee, etc. What I consider more relevant for that position is the direct participation on adopting policies where along with others, we provide input to make sure all bylaws reflect the school districts interests and advocating to support the best public education for our children! I have a Diploma on Excellence in customer service from Sears University, served in the Resolutions Committee for CSEA as well as Regional Representative for Region 8; Have experience serving as union Communications Officer and job steward. I am a Organizing Institute graduate(CSEA), like to work on teams, friendly and transparent person and willing to learn!

Please describe your activities and involvement on your local board, community, and/or CSBA.

I had been involved in my community the Ocean View School District for many years; Before I was elected to the Board, I served as parent volunteer on many different educational and sports activities, fundraisings; Just to mention some: School Site Council president and member, DELAC committee, Citizen's Bond Oversight Committee, Garden Committee at Tierra Vista School. I am certified facilitator for Parent Project Co, offering parenting classes for parents in Ventura County who have kids with serious behavior problems. Classes offered through school districts or by the Ventura County Superior Court. I am past president for my church Pastoral Council, served as President, VP for California School Employees Association local chapter; I am CSBA Masters in Governance Graduate(2017) and member of the Knights of Columbus Assembly 3415 in Oxnard. American Red Cross Volunteer, representative at the West Ventura County Business Alliance.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I think one of the biggest challenges the governing boards are facing at this time, is to find the way to get all the education stakeholders to collaborate as a Team, this should include district employees, board members and community with meaningful input and maintain the open mind at all times. CSBA can address that, having the Leadership working together to stablish trust and transparency among its members and those that we represent; this will allow all of us to face any future challenge as one strong body. Because to the Pandemic, now we face an additional challenges; Students, teachers and parents frustrated at all levels trying to resume in-person education, and mainly looking for ways to get the schoolers to re-focus on learning. I think that now more than ever will be our job to develop and support initiatives that help education to land in all kids minds!

Delegate Assembly Biographical Sketch Form for 2022 Election



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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Daniel Sandoval Digitally signed by Daniel Sandoval
Date: 2022.01.02 17:18:31 -08'00' Date: 1/2/2022

Name: Daniel Sandoval CSBA Region & subregion #: 11-B
District or COE: Santa Paula Unified Years on board: 1
Profession: Professor/Consultant Contact Number (Cell Home Bus.): (860) 944-6782
Primary E-mail: dasandoval@santapaulausd.org

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Small districts and small counties need to be represented with a strong voice in Sacramento. I have been a life long advocate for the most vulnerable, and currently am working on several projects around the county. I also bring a unique perspective on education, being both an adjunct professor at CSUCI (and seeing how prepared our students are) and a data scientist/consultant (and having a strong grasp on numbers). I have been involved in our school district's issues serving as a LCAP member and then on the board since returning back to my hometown of Santa Paula.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As a board member, I just served as clerk and am part of our district's Budget Advisory Committee. I have been actively engaging stakeholders and using my relationships to further our educational mission including with our teacher and classified unions, local advocacy groups, labor unions and County of Ventura agencies. I was recently on our local library board, the district LCAP committee, the VC Census Counts committee, and currently serve on the Evaluation Committee at the VC Family Justice Center, the Charting Our Course Committee at CSUCI and the VCCF Early Childhood Education initiative.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Currently our biggest, most immediate challenge (besides COVID) is enrollment and absenteeism. Many of us are facing higher absentee rates this year, and with declining enrollment we are facing a one-two punch. Supporting legislation like SB 830 or SB 579 that would smooth out these two effects on funding would go a long way towards keeping district financing on a more predictable footing.

DANIEL A. SANDOVAL, PH.D.

CURRENT WORK EXPERIENCE	Business Consultant 2015-Present <i>Cordata Partners, Santa Paula, CA</i> Independent contractor for various businesses providing analytical consulting, business intelligence solutions, and general software support. Performed advanced data analytics and developed complete data solutions in a wide variety of industries.
	Adjunct Professor January 2020 to present <i>California State University, Channel Islands, Camarillo, CA</i> Teaching Statistics, Research Methods, and Popular Culture for classes of up to thirty-five undergraduates. Responsible for creating all lectures, assignments, and exams.
	Adjunct Professor August 2019 to present <i>California Lutheran University, Thousand Oaks, CA</i> Teaching Introduction to Sociology and Popular Culture for classes of up to thirty undergraduates. Responsible for creating all lectures, assignments, and exams.
EDUCATION	Ph.D., Development Sociology January, 2004 Cornell University, Ithaca, NY
	M.S., Development Sociology January, 2000 Cornell University, Ithaca, NY
	B.S., Engineering and Applied Science with Honors June, 1993 California Institute of Technology, Pasadena, CA
PROFESSIONAL & COMMUNITY SERVICE	Chart Our Course Planning Committee, CSUCI 2020-present
	Trustee, Santa Paula Unified School District (SPUSD) 2020-present
	Evaluation and ROI Committee, Family Justice Center, Ventura County District Attorney's Office 2017-present
	Fall/Spring COVID Planning Taskforce, CSUCI 2020-2021
	Ventura County 2020 Census Complete Count Committee 2019-2020
	Trustee, Blanchard Community Library, Santa Paula, CA 2018-2020
	Local Control and Accountability Plan Committee Member, SPUSD 2019-2020
Treasurer, First Christian Church, Santa Paula, CA 2017-2020	

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section D: Action Items

Selection of Option for Trustee Area Redistricting (Aguilera-Fort/Sawhney)

Revisions to Trustee areas must be adopted by February 28, 2022. Public hearings were held on January 19, 2022, February 2, 2022, and February 16, 2022 to review and receive public input on options for Trustee Area Redistricting.

Potential map revisions are presented herewith for the Board's consideration. Changes to the existing areas are indicated in purple outline on the attached maps.

FISCAL IMPACT:

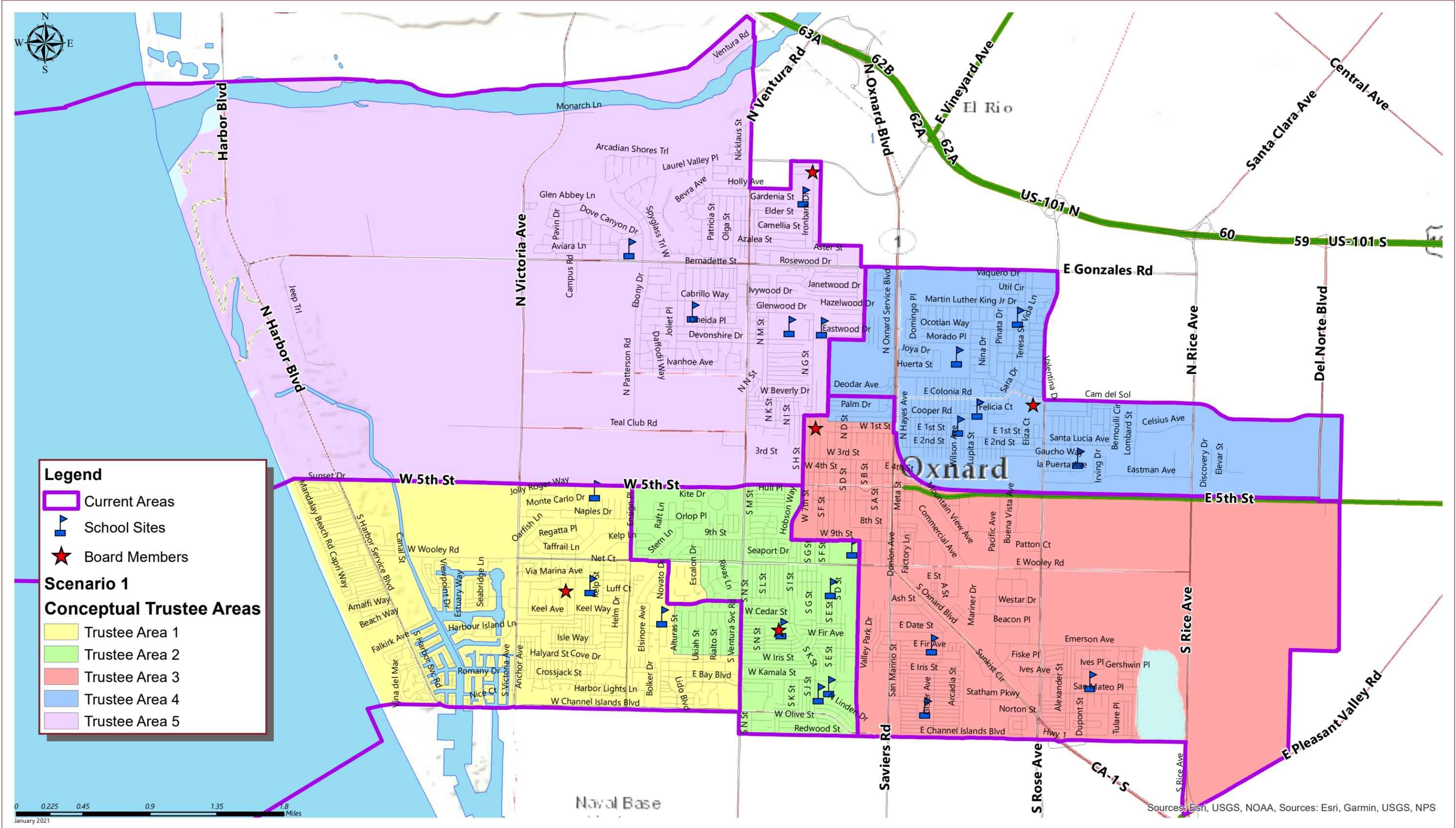
N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees review the options for Trustee Area Redistricting and make a determination regarding the adoption of one of the options.

ADDITIONAL MATERIALS:

- Attached:** [Draft Map - Scenario 1 \(2 pages\)](#)
- [Draft Map - Scenario 2 \(2 pages\)](#)
- [Draft Map - Scenario 3 \(2 pages\)](#)



Legend

- Current Areas
- School Sites
- Board Members

Scenario 1
Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5

0 0.225 0.45 0.9 1.35 1.8 Miles
January 2021

Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

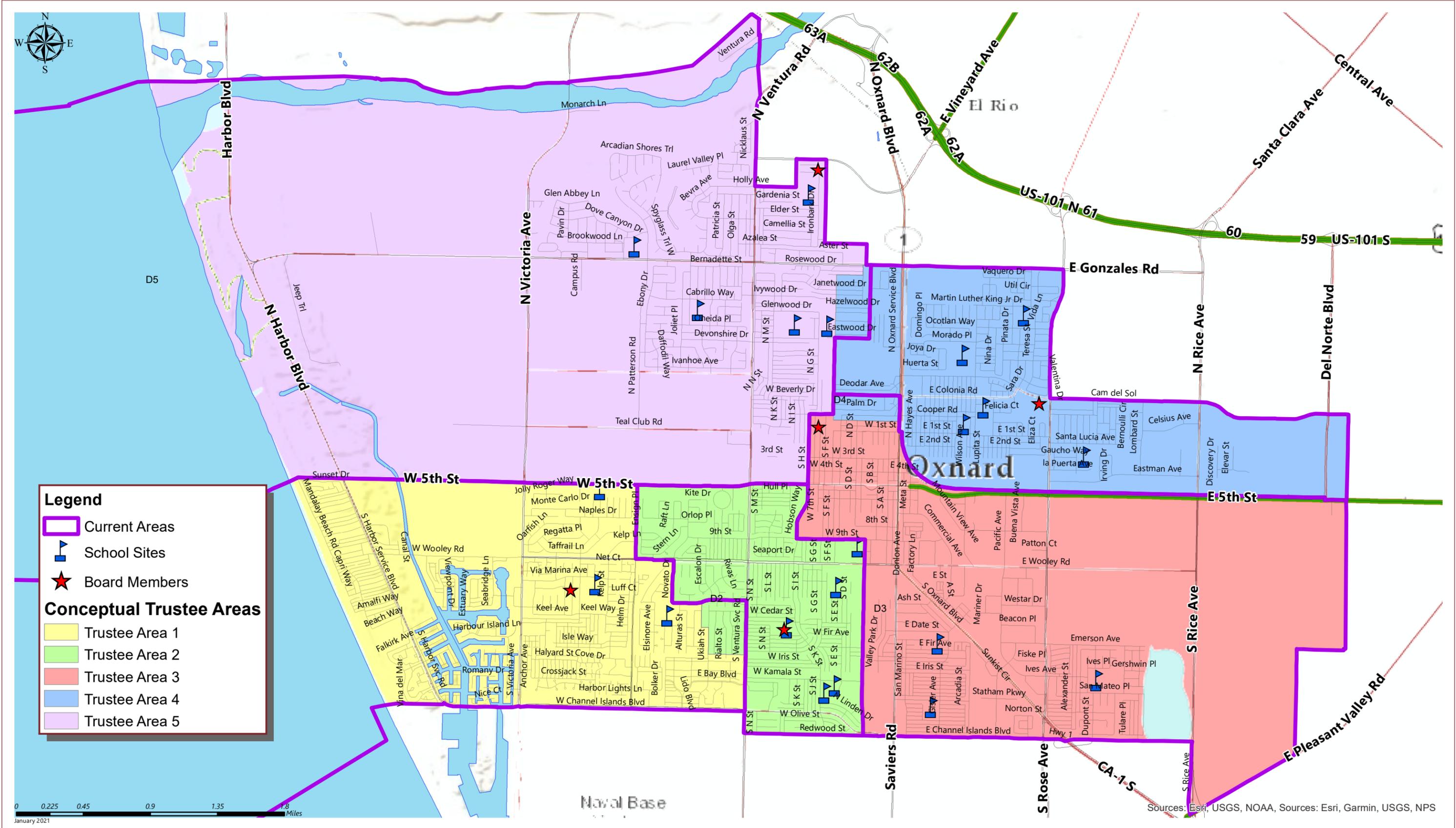
CONCEPTUAL TRUSTEE AREAS - SCENARIO 1

Total Population:	125,026	Ideal Population:	25,005	Variance:	8.9%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,916	25,045	25,165	23,839	26,061
Population Variance	-89	40	160	-1,166	1,056
	-0.4%	0.2%	0.6%	-4.7%	4.2%
Hispanic/Latino	46.7%	85.9%	85.4%	83.6%	70.5%
White	39.2%	6.8%	6.4%	5.4%	17.3%
Black/ African American	3.0%	2.1%	1.6%	1.4%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	6.4%	3.2%	4.8%	7.9%	6.0%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.2%	0.6%
Two or More Races	3.5%	1.4%	1.2%	1.1%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,340	17,932	18,127	17,174	19,867
Hispanic/Latino	40.8%	83.3%	82.6%	81.3%	65.9%
White	44.6%	8.2%	7.9%	6.4%	20.5%
Black/ African American	3.2%	2.4%	1.8%	1.7%	3.5%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.3%
Asian	7.0%	3.9%	5.8%	9.0%	6.9%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.2%	0.6%
Two or More Races	3.2%	1.4%	1.2%	0.9%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,385	11,927	11,045	11,344	16,354
Hispanic/Latino	38.1%	72.4%	77.9%	72.0%	57.3%
White	48.5%	14.2%	10.6%	13.7%	26.6%
Black/ African American	3.8%	5.4%	2.7%	2.1%	4.5%
American Indian/ Alaska Native	0.1%	0.2%	0.0%	0.8%	0.3%
Asian	6.1%	6.6%	7.8%	9.2%	8.8%
Native Hawaiian/ Other Pacific Islander	0.4%	0.3%	0.1%	0.6%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	3.0%	0.9%	0.9%	1.5%	2.3%



CONCEPTUAL TRUSTEE AREAS - SCENARIO 2

Total Population:	125,026	Ideal Population:	25,005	Variance:	2.1%
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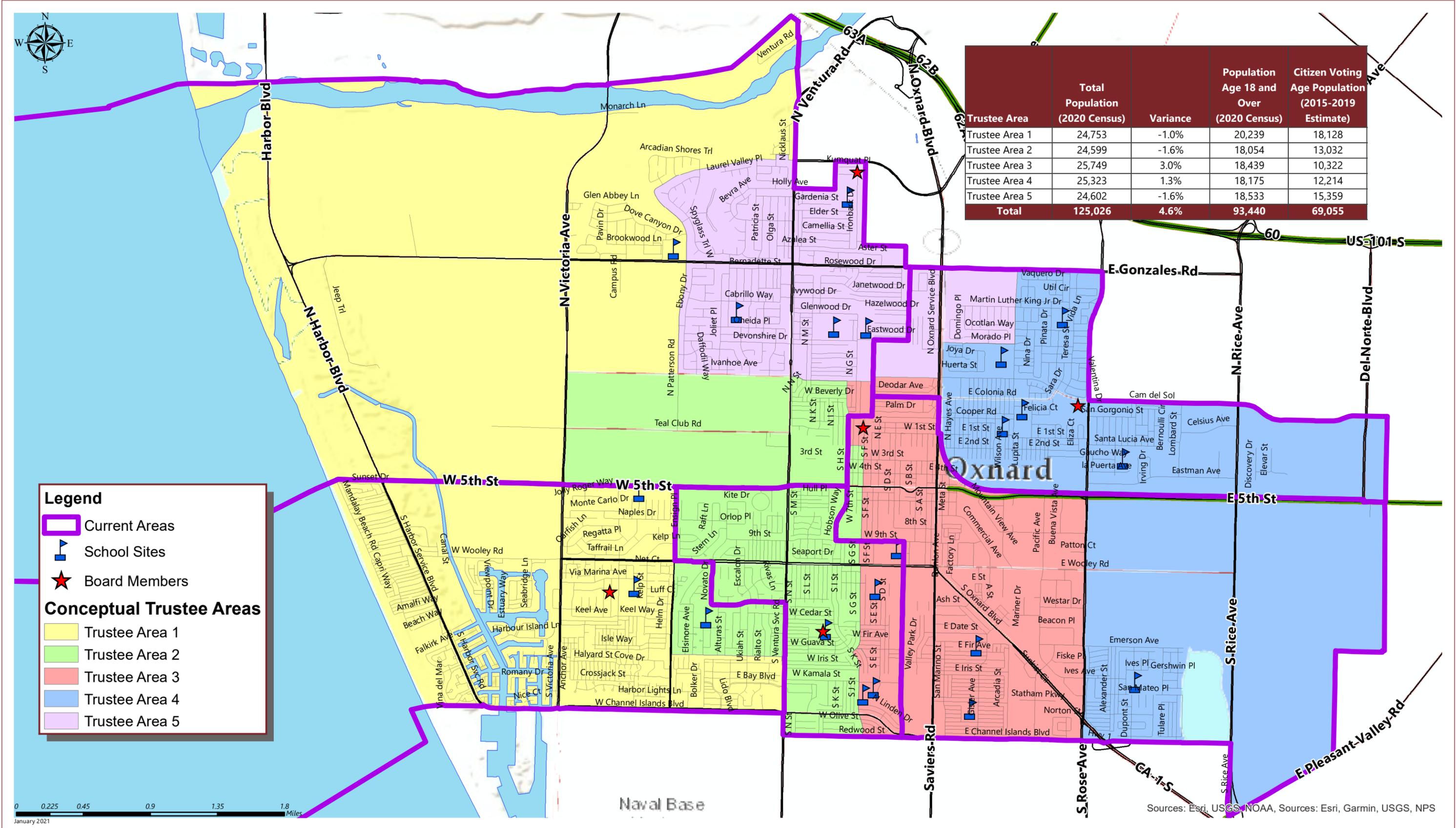
Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,861	25,100	25,165	24,689	25,211
Population Variance	-144	95	160	-316	206
	-0.6%	0.4%	0.6%	-1.3%	0.8%
Hispanic/Latino	46.9%	85.5%	85.4%	83.0%	70.6%
White	39.1%	6.9%	6.4%	6.0%	17.1%
Black/ African American	2.9%	2.2%	1.6%	1.4%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	6.3%	3.2%	4.8%	7.8%	6.1%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.5%	0.3%	0.3%	0.3%	0.5%
Two or More Races	3.5%	1.4%	1.2%	1.2%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,260	18,012	18,127	17,871	19,170
Hispanic/Latino	41.1%	82.8%	82.6%	80.6%	66.0%
White	44.6%	8.4%	7.9%	7.2%	20.3%
Black/ African American	3.1%	2.5%	1.8%	1.7%	3.5%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.3%
Asian	6.9%	4.0%	5.8%	8.8%	7.1%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.3%	0.3%	0.3%	0.6%
Two or More Races	3.1%	1.4%	1.2%	1.0%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,125	12,187	11,045	12,009	15,689
Hispanic/Latino	38.0%	71.9%	77.9%	70.6%	57.8%
White	48.8%	14.4%	10.6%	15.8%	25.6%
Black/ African American	3.8%	5.3%	2.7%	2.0%	4.7%
American Indian/ Alaska Native	0.1%	0.2%	0.0%	0.8%	0.3%
Asian	5.9%	6.9%	7.8%	8.7%	9.2%
Native Hawaiian/ Other Pacific Islander	0.4%	0.3%	0.1%	0.6%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	2.9%	1.1%	0.9%	1.5%	2.4%

OXNARD SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3



Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2015-2019 Estimate)
Trustee Area 1	24,753	-1.0%	20,239	18,128
Trustee Area 2	24,599	-1.6%	18,054	13,032
Trustee Area 3	25,749	3.0%	18,439	10,322
Trustee Area 4	25,323	1.3%	18,175	12,214
Trustee Area 5	24,602	-1.6%	18,533	15,359
Total	125,026	4.6%	93,440	69,055

Legend

- Current Areas
- School Sites
- ★ Board Members

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5

0 0.225 0.45 0.9 1.35 1.8 Miles
January 2021

Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

OXNARD SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3

Total Population:	125,026	Ideal Population:	25,005	Variance:	4.6%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	24,753	24,599	25,749	25,323	24,602
Population Variance	-252	-406	744	318	-403
	-1.0%	-1.6%	3.0%	1.3%	-1.6%
Hispanic/Latino	44.1%	82.2%	86.5%	85.8%	72.2%
White	40.7%	9.3%	6.7%	4.1%	15.2%
Black/ African American	2.9%	2.4%	1.7%	1.2%	3.1%
American Indian/ Alaska Native	0.4%	0.2%	0.2%	0.2%	0.2%
Asian	7.4%	3.6%	3.2%	7.5%	6.5%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.2%
Other	0.6%	0.4%	0.3%	0.2%	0.5%
Two or More Races	3.7%	1.6%	1.2%	0.8%	2.1%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	20,239	18,054	18,439	18,175	18,533
Hispanic/Latino	38.3%	79.2%	84.0%	83.6%	67.8%
White	46.2%	11.1%	8.3%	4.8%	18.4%
Black/ African American	3.0%	2.8%	2.0%	1.4%	3.4%
American Indian/ Alaska Native	0.4%	0.2%	0.3%	0.2%	0.2%
Asian	8.0%	4.4%	3.8%	8.9%	7.4%
Native Hawaiian/ Other Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.3%
Other	0.6%	0.4%	0.3%	0.2%	0.6%
Two or More Races	3.2%	1.7%	1.1%	0.7%	2.0%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	18,128	13,032	10,322	12,214	15,359
Hispanic/Latino	36.2%	68.3%	78.8%	74.7%	59.2%
White	49.5%	17.4%	12.9%	9.8%	25.4%
Black/ African American	4.0%	4.4%	3.1%	2.5%	4.5%
American Indian/ Alaska Native	0.1%	0.4%	0.0%	0.8%	0.1%
Asian	6.9%	7.9%	4.3%	10.6%	8.2%
Native Hawaiian/ Other Pacific Islander	0.5%	0.3%	0.1%	0.6%	0.1%
Other	N/A	N/A	N/A	N/A	N/A
Two or More Races	3.0%	1.4%	0.8%	1.1%	2.5%

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section E: Approval of Minutes

Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented:

- April 14, 2021 Regular Meeting
- May 5, 2021 Regular Meeting
- May 11, 2021 Special Board Meeting

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented.

ADDITIONAL MATERIALS:

- Attached:** [Minutes April 14 2021 Regular Board Meeting \(11 pages\)](#)
[Minutes May 5 2021 Regular Board Meeting \(11 pages\)](#)
[Minutes May 11 2021 Special Board Meeting \(5 pages\)](#)

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Debra M. Cordes, President
Mrs. Veronica Robles-Solis, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Jarely Lopez, Member
Ms. Katalina Martinez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Mrs. Ruth Quinto
Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

MINUTES

REGULAR BOARD MEETING

Wednesday, April 14, 2021

5:00 PM - Open Regular Meeting

5:30 PM - Closed Session to Follow

7:00 PM - Return to Regular Board Meeting

REGULAR (HYBRID) MEETING - ONLINE FOR THE PUBLIC DUE TO COVID-19 - VIA ZOOM

To watch and provide public comment, join from a PC, Mac, iPad, iPhone, or Android device:

Please click this URL to join. <https://zoom.oxnardsd.org>

Or join by phone:

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***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (5:00 PM)

President Cordes called the meeting to order at 5:06 p.m.

Present: Trustees Debra Cordes, Monica Madrigal Lopez, Jarely Lopez, and Katalina Martinez. Also in attendance were Superintendent Karling Aguilera-Fort, Assistant Superintendent Anabolena DeGenna, Assistant Superintendent Victor Torres, Assistant Superintendent Ruth Quinto, and Senior Executive Assistant Lydia Lugo Dominguez.

A.2. Pledge of Allegiance to the Flag

Orabella Langarica, Kindergarten student in Mrs. Kang's class at Marina West School, led the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

Alexander London, 5th grade student in Mr. Foster's class at Marina West School, read the district's Mission and Vision Statement in English. Mauricio Lievano Jr., 5th grade student in Mrs. Laraia's class at Marina West School, read the district's Mission and Vision Statement in Spanish.

A.4. Presentation by Marina West School

Ms. Confidence Johnson, Principal, provided a presentation about Marina West School.

A.5. Adoption of Agenda (Superintendent)

The agenda was adopted with the following amendments:

- Item 1. *Approval of Minutes* has been revised for the April 28, 2020 Special Board meeting minutes under Section G.1. Corrected language is as follows:

G.1. Adjournment

President Madrigal Lopez adjourned the meeting at 4:28 p.m.

Motion: Adjourn

Mover: Denis O'Leary;

Secunder: Debra Cordes

Moved To: Adjourn

Ayes: 4 - Denis O'Leary, Monica Madrigal Lopez, Debra Cordes, Veronica Robles-Solis

Motion Result: Passed

- Item A.10 Introduction of Newly Appointed Oxnard School District Administrators will be moved to the end of the Consent Agenda, after Item C.23.

Motion to adopt the agenda as amended.

Mover: Jarely Lopez

Seconder: Katalina Martinez

Moved To: Adopt as Amended

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

A.6. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

There were no comments.

A.7. Closed Session

The Board convened to closed session at 5:29 p.m. to consider the following items:

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- OAH Case #2021020814

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:

Conference with Labor Negotiator:

Agency Negotiators: OSD Assistant Superintendent, Human Resources,
and Garcia Hernandez & Sawhney, LLP

Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-
Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider
personnel matters, including:

- Public Employee(s) Discipline/Dismissal/Release

- Public Employee Appointment

- Manager, Special Education

A.8. Reconvene to Open Session (7:00 PM)

The Board reconvened to open session at 7:07 p.m.

A.9. Report Out of Closed Session

President Cordes reported on the following actions taken in closed session:

Motion # 20-96 Approval of Settlement Agreement in OAH Case #2021020814

Mover: Jarely Lopez

Seconder: Monica Madrigal Lopez

Moved To: Approve

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #20-97 Appointment of Julienne Kroener as Manager, Special Education at Step 2 of Certificated Management Schedule

Mover: Jarely Lopez

Seconder: Katalina Martinez

Moved To: Appoint

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

A.10. Introduction of Newly Appointed Oxnard School District Administrators (Aguilera-Fort)

(Item was moved to end of meeting at Adoption of Agenda as Item C.24)

A.11. Adoption and Presentation of Resolution #20-22 in Recognition of Michael "Chris" Ridge (Aguilera-Fort)

Superintendent Aguilera-Fort presented Resolution #20-22 in recognition of Michael "Chris" Ridge, outgoing Director of Pupil Services, for the Board's adoption.

Motion #20-98 Adoption of Resolution #20-22 in Recognition of Michael "Chris" Ridge

Mover: Monica Madrigal Lopez

Seconder: Jarely Lopez

Moved To: Adopt

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

A.12. Adoption of Resolution #20-23 Denouncing Hate Crimes and Bigotry Targeting Asian Americans and Pacific islanders (Aguilera-Fort)

Superintendent Aguilera-Fort presented Resolution #20-23 Denouncing Hate Crimes and Bigotry Targeting Asian Americans and Pacific Islanders, for the Board's adoption.

Motion #20-99 Adoption of Resolution #20-23 Denouncing Hate Crimes and Bigotry Targeting Asian Americans and Pacific islanders

Mover: Monica Madrigal Lopez

Seconder: Katalina Martinez

Moved To: Adopt

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

A.13. Adoption and Presentation of Resolution #20-24 in Recognition of National Assistant Principals Week 2021 (Aguilera-Fort)

Superintendent Aguilera-Fort presented Resolution #20-24 in recognition of National Assistant Principals Week 2021, for the Board's adoption.

Motion #20-100 Adoption and Presentation of Resolution #20-24 in Recognition of National Assistant Principals Week 2021

Mover: Monica Madrigal Lopez

Seconder: Katalina Martinez

Moved To: Adopt

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por ponente)

There were no comments.

Section C: CONSENT AGENDA

The consent agenda was approved as presented.

Motion #20-101 Approval of Consent Agenda as Presented

Mover: Monica Madrigal Lopez

Seconder: Katalina Martinez

Moved To: Approve

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

C.1. Acceptance of Gifts (Aguilera-Fort)

As presented.

C.2. Enrollment Report (Quinto)

As presented.

C.3. Purchase Order/Draft Payment Report #20-07 (Quinto/Franz)

As presented.

C.4. Request for Approval of Resolution #20-21 Identifying District Representatives to the State Allocation Board (Quinto)

As presented.

- C.5. 2020-2021 2nd Quarter Williams VCOE Activity Report (Torres/Magaña)**
As presented.
- C.6. Approval of the 2020-21 Quarterly Report on Williams Uniform Complaints, Third Quarter (Torres)**
As presented.
- C.7. Personnel Actions (Torres/Batista/Nair)**
As presented.
- C.8. Establish/Abolish/Increase/Reduce Hours of Positions (Torres/Nair)**
As presented.

Section C: APPROVAL OF AGREEMENTS

- C.9. Approval of Agreement/MOU #20-146 – R.M. Pyles Boys Camp (DeGenna/Nocero)**
To provide a youth leadership and character development program for selected economically disadvantaged boys 12-14 years of age, from April 15, 2021 through June 30, 2022, at no cost to Oxnard School District.
- C.10. Approval of Agreement #20-156 with Dr. Felicia J. Lew, OD (DeGenna/Edwards)**
To provide Independent Education Evaluator Services and optometry support services to the Special Education Services Department during the 2020-2021 academic year to complete evaluations, in the amount not to exceed \$5,000.00, to be paid out of Special Education Funds.
- C.11. Approval of Agreement #21-01 – enVision Consulting Group Inc. (DeGenna/Nocero)**
To perform the yearly revision of the Annual Parent Rights Notification Handbook, including translation services, for the period of July 1, 2021 through June 30, 2022, in the amount not to exceed \$3,000.00, to be paid from the General Fund.

Section C: RATIFICATION OF AGREEMENTS

- C.12. Ratification of Amendment #1 to Agreement #16-277 – Department of General Services/Office of Administrative Hearings (Torres)**
To continue to fulfill the requirements under the California Education Code and/or California Government Code, for the period of May 1, 2017 through May 1, 2022, in the amount not to exceed \$48,000.00, to be paid from the Certificated HR General Fund.
- C.13. Ratification of Amendment #1 to Agreement #20-68, Panorama Education (DeGenna/Nocero)**

For Teacher and Staff Surveys, Adult SEL Platform License, and the Panorama Family Surveys Platform License, in the amount not to exceed \$34,200.00, to be paid out of the General Fund.

C.14. Ratification of Agreement #20-147 – Fillmore Unified School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Fillmore Unified School District student #HZ071413 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.15. Ratification of Agreement #20-148 – Fillmore Unified School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Fillmore Unified School District student #JC111411 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.16. Ratification of Agreement #20-149 – Hueneme School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Hueneme School District student #EG082714 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.17. Ratification of Agreement #20-150 – Hueneme School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Hueneme School District student #SM081713 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.18. Ratification of Agreement #20-151 – Hueneme School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Hueneme School District student #VN042612 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.19. Ratification of Agreement #20-152 – Hueneme School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

For Oxnard School District to provide services for Hueneme School District student #JE011916 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$33,450.49.

C.20. Ratification of Agreement #20-153 – Ocean View School District for Oxnard School District to provide DHH Services (DeGenna/Edwards)

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

For Oxnard School District to provide services for Ocean View School District student #AA080514 for the 2020-2021 school year, including Extended School Year (ESY); Oxnard School District will receive reimbursement in the amount of \$30,864.67.

C.21. Ratification of Agreement #20-154 – Curriculum Associates LLC (DeGenna/Edwards)

To provide two (2) professional development training sessions on “Brigance” for the Special Education Services Department during the period of March 5, 2021 through June 30, 2021, in the amount of \$1,000.00 to be paid out of Special Education Funds.

C.22. Ratification of Agreement #20-157 – Burnham Benefits Insurance Services (Quinto)

To provide health and welfare consulting services related to negotiating annual insurance renewals, illustrating cost impacts, employee communication materials, online enrollment, certain compliance matters, employee coverage issues, and other benefit related services, January 17, 2021 through June 30, 2022, in the amount not to exceed \$11,736.00/monthly and \$140,832.00/annually, to be paid out of the General Fund.

C.23. Ratification of Ed Partners Collaborative Agreement #20-163 Between the California Education Partners and the Oxnard School District (Aguilera-Fort)

To begin building an academic and structural bridge between preschool and kindergarten-3rd programs in school districts via the Coherence Collaboration (P3CC), July 2020 - June 2023, at no cost to the district.

C.24. Introduction of Newly Appointed Oxnard School District Administrators (Aguilera-Fort)
(Item was moved from Item A.10 to end of meeting at Adoption of Agenda)

The following newly appointed Oxnard School District administrators were introduced to the Board of Trustees:

- Dr. Jodi Nocero, Director, Pupil Services
- Dr. Ingrid Jaimes, Manager, Special Education
- Dr. Matthew Rubin, Principal

Section D: ACTION ITEMS

D.1. Approval of New Job Description: Literacy Intervention Teacher (Torres)

Dr. Victor Torres, Assistant Superintendent, Human Resources, explained the need to establish a new position job description for Literacy Intervention Teacher to address the literacy gaps encountered during COVID-19 for students in grades K-6 who are achieving below levels for reading.

Motion #20-102 Approval of New Job Description: Literacy Intervention Teacher

Mover: Jarely Lopez

Seconder: Katalina Martinez

Moved To: Approve

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

The following meeting minutes were presented for the Board's consideration:

- April 28, 2020 Special Board Meeting
- May 6, 2020 Regular Board Meeting
- May 20, 2020 Regular Board Meeting

Motion #20-103 Approval of Minutes: April 28, 2020 Special Board Meeting, May 6, 2020 Regular Board Meeting, May 20, 2020 Regular Board Meeting

Mover: Jarely Lopez

Seconder: Katalina Martinez

Moved To: Approve

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

Section G: CONCLUSION

G.1. Superintendent's Report (3 minutes)

Dr. Aguilera-Fort

- welcome to students for first day of return to in-person learning; visited Elm, Kamala and San Miguel
- next steps: evaluating cycle and making adjustments as needed; are and will continue to follow CDC guidelines
- congratulations to Dr. Scott Carroll, principal of Lopez Academy, defended his dissertation
- congratulations to Suzanne Lugotoff for recognition by CASBO with their Smart Business Award
- congratulations to Valerie Mitchell for recognition as Technology Administrator of the year for the region
- reminder to staff re: COVID-19 Vaccination Portal - important so district has clear count of employees and who has been vaccinated; thank you to everyone who has been vaccinated
- shared Afterschool program virtual art gala - thank you to Dr. Shea for facilitating
- condolences to family of Myra Garcia, teacher at Fremont middle school for 17 years, who passed on April 11, 2021

G.2. Trustees' Announcements (3 minutes each speaker)

Monica Madrigal Lopez

- thank you to all that made the in-person Board meeting possible
- thank you to everyone, Classified and Certificated, that worked to make it possible for students to return to school in person
- thank you to Principal Johnson for presenting re: Marina West

Jarely Lopez

- thank you to everyone for being here and for making the time to care for one another; so powerful to be in this room

Katalina Martinez

- visited Driffill yesterday and was able to see how students are functioning in the classroom, interacting with teachers and using technology; witnessed a lot of safety measures that make her feel confident in sending her daughter to school

Debra Cordes

- thank you to all that put this hybrid Board meeting together; welcome to those that had not been here live before
- grateful to all those that practiced safety to make our numbers better
- attended luncheon for John Cooper's retirement - congratulations to Mr. Cooper
- walked classrooms at Driffill the week before the students returned - school looked very clean and there was a plan for how the students would return; appreciates everything everyone has done
- condolences to Garcia family
- missed Trustee Robles-Solis

G.3. ADJOURNMENT

Motion to adjourn

Mover: Katalina Martinez

Seconder: Monica Madrigal Lopez

Moved To: Adjourn

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Absent: 1 - Veronica Robles-Solis

Motion Result: Passed

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

By our signature below, given on this 16th day of February, 2022, the Board of Trustees of the Oxnard School District approves the Minutes of the Regular Board Meeting of April 14, 2021, on motion by Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Debra M. Cordes, President
Mrs. Veronica Robles-Solis, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Jarely Lopez, Member
Ms. Katalina Martinez, Member

ADMINISTRATION

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District Superintendent
Mrs. Ruth Quinto
Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

MINUTES

REGULAR BOARD MEETING

Wednesday, May 5, 2021

5:00 PM - Study Session

5:30 PM - Closed Session to Follow

7:00 PM - Return to Regular Board Meeting

REGULAR (HYBRID) MEETING - ONLINE FOR THE PUBLIC DUE TO COVID-19 - VIA ZOOM

To watch and provide public comment, join from a PC, Mac, iPad, iPhone, or Android device:

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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (5:00 PM)

President Cordes called the meeting to order at 5:04 p.m.

Present: Trustees Debra Cordes, Veronica Robles-Solis, Monica Madrigal Lopez, Jarely Lopez, and Katalina Martinez. Also in attendance were Superintendent Karling Aguilera-Fort, Assistant Superintendent Anabolena DeGenna, Assistant Superintendent Victor Torres, Assistant Superintendent Ruth Quinto, and Senior Executive Assistant Lydia Lugo Dominguez.

A.2. Pledge of Allegiance to the Flag

Aubree Priscilla Cervantes, Kindergarten student in Ms. Zendejas's class at Harrington School, led the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

Juan Mora, 5th grade student in Ms. Young's class at Harrington School, read the district's Mission Statement in English. Fatima Isabel Hernandez, 2nd grade student in Ms. Allee-Munoz's class at Harrington School, read the district's Mission Statement in Spanish. Emily Lupita Garcia, Kindergarten student in Ms. Cumins's class at Harrington School, read the district's Vision Statement in English and Spanish.

A.4. Presentation by Harrington School

Mrs. Rosaura Castellanos, Principal, provided a presentation about Harrington School.

A.5. Adoption of Agenda (Superintendent)

The agenda was adopted with the following amendments:

Item C.3 *Establish/Abolish/Increase/Reduce Hours of Position (Torres/Nair)* was moved to Action Item D.2 at the Board's request.

Motion to adopt the agenda as amended

Mover: Veronica Robles-Solis

Seconder: Monica Madrigal Lopez

Moved To: Approve as Amended

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

A.6. Study Session re: Preschool-3 Coherence Collaboration Project (DeGenna/Valdes)

Dr. Ana DeGenna, Assistant Superintendent, Educational Services, and Mrs. Noemi Valdes, Director, Early Childhood Education, provided information relative to the Preschool-3

Coherence Collaboration Project.

A.7. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

There were no comments.

A.8. Closed Session

The Board convened to closed session at 6:13 p.m. to consider the following items:

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- OAH Case #2021020365

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:

Conference with Labor Negotiator:

Agency Negotiators: OSD Assistant Superintendent, Human Resources,
and Garcia Hernandez & Sawhney, LLP

Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-
Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider
personnel matters, including:

- Public Employee(s) Discipline/Dismissal/Release

- Public Employee Appointment

o Principal

A.9. Reconvene to Open Session (7:00 PM)

The Board reconvened to open session at 7:23 p.m.

A.10. Report Out of Closed Session

President Cordes reported on the following actions taken in closed session:

Motion #20-104 Approval of Settlement Agreement in OAH Case #2021020365

Mover: Jarely Lopez

Seconder: Veronica Robles-Solis

Moved To: Approve

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis,
Debra Cordes

Motion Result: Passed

A.11. Measure D Bond Oversight Committee Annual Report (Quinto)

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Mrs. Ruth Quinto, Assistant Superintendent, Business & Fiscal Services, presented Mr. Will Ray, Jr., Measure D Bond Oversight Committee (BOC) Chair. Mr. Ray provided the BOC's fourth annual report to the Board of Trustees, as per Proposition 39 requirements.

A.12. Adoption of Resolution #20-25 in Recognition of “Teacher Appreciation Week 2021” (Aguilera-Fort)

Superintendent Aguilera-Fort presented Resolution #20-25 in recognition of "Teacher Appreciation Week 2021", for the Board's adoption.

Motion #20-105 Adoption of Resolution #20-25 in Recognition of "Teacher Appreciation Week 2021"

Mover: Monica Madrigal Lopez

Second: Veronica Robles-Solis

Moved To: Adopt

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

A.13. Adoption of Resolution #20-26 "National School Nurse Day" May 12, 2021 (DeGenna/Nocero)

Superintendent Aguilera-Fort presented Resolution #20-26 in recognition of "National School Nurse Day" May 12, 2021, for the Board's adoption.

Motion #20-106 Adoption of Resolution #20-26 in Recognition of "National School Nurse Day" May 12, 2021

Mover: Veronica Robles-Solis

Second: Monica Madrigal Lopez

Moved To: Adopt

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

A.14. Adoption of Resolution #20-27 in Recognition of “School Lunch Hero Day” (Quinto/Lugotoff)

Mrs. Ruth Quinto, Assistant Superintendent, Business & Fiscal Services, presented Resolution #20-27 in recognition of "School Lunch Hero Day", for the Board's adoption.

Motion #20-107 Adoption of Resolution #20-27 in Recognition of "School Lunch Hero Day" Mover: Jarely Lopez

Second: Veronica Robles-Solis

Moved To: Adopt

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes
Motion Result: Passed

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por ponente)

There were no comments at this time. Public comments were taken under Action Item D.2.

Section C: CONSENT AGENDA

The consent agenda was approved as presented.

Motion #20-108 Approval of Consent Agenda as Presented

Mover: Monica Madrigal Lopez

Seconder: Veronica Robles-Solis

Moved To: Approve

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

C.1. Acceptance of Gifts (Aguilera-Fort)

As presented.

C.2. Personnel Actions (Torres/Batista/Nair)

As presented.

C.3. Establish/Abolish/Increase/Reduce Hours of Position (Torres/Nair)

(Moved to Action Item D.2 at Adoption of Agenda)

C.4. Liability Claim: GHC0033410 (Torres/Magaña)

As presented.

C.5. Liability Claim: GHC0035122 (Torres/Magaña)

As presented.

C.6. 2020-2021 3rd Quarter Williams VCOE Activity Report (Torres/Magaña)

As presented.

Section C: APPROVAL OF AGREEMENTS

C.7. Approval of Amendment #1 to Agreement #20-25 – City Impact Inc. (DeGenna/Edwards)

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

To increase the number of students receiving Individual and/or Therapy Services and Social/Emotional Testing and Assessment Services during the 2020-2021 academic school year, in the amount of \$250,000.00, to be paid with Special Education Funds.

C.8. Approval of Agreement #20-162 – Thrive Testing Center (DeGenna/Edwards)

To conduct Independent Educational Evaluations for the Special Education Services Department that include a cognitive assessment of visual and auditory processing, for the period of May 6, 2021 through September 15, 2021, in the amount not to exceed \$5,300.00, to be paid out of Special Education Funds.

C.9. Approval of Agreement/MOU #20-164 – Project Understanding (DeGenna/Nocero)

To provide after-school tutoring services to students in K-5th grade for the period of May 6, 2021 through June 30, 2021, at no cost to the district.

C.10. Approval of Agreement #20-166 – Maxim Healthcare Staffing Services Inc. (DeGenna/Nocero)

To provide licensed and/or certified health care providers to the Pupil Services Department for supplemental staffing on an “as needed” basis, and subject to availability of qualified personnel, for the period of May 6, 2021 through June 30, 2022, in the amount not to exceed \$500,000.00, to be paid out of the General Fund.

C.11. Approval and Authorization to Enter into Agreement #21-07 – Canon Solutions America Inc. – Copier Lease/Maintenance Agreement (Quinto/Franz)

For a copier equipment lease and maintenance agreement, for a 5-year term, at an annual cost of \$206,400.00 per year and a five-year total of \$1,032,000.00, to be paid out of the General Fund.

Section C: RATIFICATION OF AGREEMENTS

C.12. Ratification of Amendment #1 to Agreement #20-03 – Art Trek Inc. (DeGenna/Shea)

To provide supplemental art lessons, curriculum and training for the afterschool program through the end of the 2020-2021 fiscal year, in the amount not to exceed \$4,800.00, to be paid out of the Unrestricted General Fund.

C.13. Ratification of Agreement #20-127 with University of California, San Diego School of Medicine (DeGenna/Edwards)

To provide Occupational Therapy Prescription Forms to the OSD Special Education Services Department as requested, for the period of April 1, 2021 through June 30, 2022, in the amount not to exceed \$5,000.00 (\$280.00 per hour), to be paid out of Special Education Funds.

C.14. Ratification of Agreement #20-158 with Ventura County Office of Education, Paraeducator Services, SCP (DeGenna/Edwards)

For Paraeducator services for students #DP010810, #SA022013, and #JV030409 for the

2020-2021 school year, in the amount not to exceed \$87,796.28, to be paid out of Special Education Funds.

C.15. Ratification of Agreement #20-161 – Communication Solutions (DeGenna/Edwards)

To provide complete Auditory Processing Evaluations and training on formal written reports and IEP reporting to the Special Education Services Department for the period of May 1, 2021 through June 30, 2021, in the amount not to exceed \$5,000.00, to be paid out of Special Education Funds.

C.16. Ratification of Agreement #20-165 - Ventura County Office of Education (DeGenna/Valdes)

To authorize the Oxnard School District, Early Childhood Education Programs & State Preschools to participate in the Ventura County Inclusive Early Education and Expansion Program (IEEEP) for the period of July 1, 2020 through June 30, 2021. VCOE will provide OSD with funding for this project up to the amount of \$30,000.00.

Section D: ACTION ITEMS

D.1. Approval of One-Time Stipend to Comply with COVID-19 Pandemic and Return to In-Person Learning Testing Requirements for Management and Confidential Employees (Torres)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of a 2% off schedule one-time stipend for management and confidential employees, for submitting and providing the results of periodic COVID-19 testing.

Motion #20-109 Approval of a 2% Off Schedule One-time Stipend for Management and Confidential Employees, for Submitting and Providing Results of Periodic COVID-19 Testing
Mover: Monica Madrigal Lopez

Seconder: Katalina Martinez

Moved To: Approve

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis,
Motion Result: Passed

D.2. Establish/Abolish/Increase/Reduce Hours of Position (Torres/Nair)
(Moved from Consent Item C.3 at Adoption of Agenda)

Dr. Victor Torres, Assistant Superintendent, Human Resources, and Ms. Shristie Nair, Director, Classified Human Resources, recommended the Board's approval of the abolishment of two Human Resources Assistant positions due to lack of work, as part of the planned restructuring of the Human Resources department.

Public Comments re: Abolishment of 2 HR Assistant Positions:

- Hugo Alcala: concerns re: elimination of positions in HR due to lack of work, there is plenty of work; CSEA was not informed ahead of time regarding the planned elimination of Classified positions and the impacts to Classified staff need to be negotiated
- Carmen Grande: concerns re: the restructuring of HR department; wants to negotiate about the impacts to Classified staff

Item failed for lack of a motion.

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

The following meeting minutes were presented for the Board's consideration:

- May 27, 2020 Special Board Meeting
- June 3, 2020 Regular Board Meeting

Motion #20-110 Approval of Minutes: May 27, 2020 Special Board Meeting, June 3, 2020 Regular Board Meeting

Mover: Veronica Robles-Solis

Seconder: Monica Madrigal Lopez

Moved To: Approve

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

Section F: BOARD POLICIES

F.1. First Reading of AR & BP 5030 - Student Wellness (DeGenna/Nocero)

Dr. Ana DeGenna, Assistant Superintendent, Educational Services, and Dr. Jodi Nocero, Director, Pupil Services, presented AR & BP 5030 for first reading prior to anticipated adoption at the May 19, 2021 Board meeting.

Section G: CONCLUSION

G.1. Superintendent's Report (3 minutes)

Dr. Aguilera-Fort

- safe behaviors, safe space, safe play for students
- interactive math lesson at Lemonwood School
- students interacting even through safety shields
- site planning for Special Ed
- teacher small group intervention
- IEP meeting - in Spanish, data-driven, asset-based
- small group support from teachers and paraprofessionals to students

- first meeting of African American Steering Committee
- congratulations to 4 Assistant Principals that just finished process of Administrative Credential - Diana Perez, David De Los Santos, Christina Huizar, Gabriela Torres
 - Leadership and Equity - Social Justice through Instruction
- Cafe Conversations with Classified Staff - thank you!
- thank you to teachers, nurses, Child Nutrition Services, and Principals
- National Day of the Principal

G.2. Trustees' Announcements (3 minutes each speaker)

Monica Madrigal Lopez

- thank you to everyone for their hard work and dedication
- thank you to Child Nutrition Services for all meals provided to students and community
- thank you to school nurses
- thank you to teachers
- continue to wear your masks and practice safety protocols, even if vaccinated

Jarely Lopez

- echoed Trustee Madrigal Lopez's comments
- need to educate our parents and other people that don't know about the vaccine to avoid misinformation and mistrust
- thank you to all presenters and to everyone in the room

Katalina Martinez

- thank you to Principal Castellanos for presentation
- thank you to teachers "technology professionals"
- thank you to Child Nutrition Services
- thank you to school nurses

Veronica Robles-Solis

- great to be back and see everyone in person
- thank you to teachers
- thank you to school nurses
- thank you to school lunch heroes
- appreciates all staff
- scheduling of Board retreat

Debra Cordes

- thank you to everyone in audience and community
- thank you to parents that are getting their vaccines and continuing with safety protocols
- thank you to Child Nutrition Services
- thank you to school nurses
- thank you to teachers
- stay safe and continue looking for success for students and families

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

G.3. ADJOURNMENT

President Cordes adjourned the meeting at 8:29 p.m.

Motion to adjourn

Mover: Jarely Lopez

Second: Monica Madrigal Lopez

Moved To: Adjourn

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this 16th day of February, 2022, the Board of Trustees of the Oxnard School District approves the Minutes of the Regular Board Meeting of May 5, 2021, on motion by Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Debra M. Cordes, President
Mrs. Veronica Robles-Solis, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Jarely Lopez, Member
Ms. Katalina Martinez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Mrs. Ruth Quinto
Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

MINUTES

SPECIAL BOARD MEETING

Tuesday, May 11, 2021

4:00 PM - Call to Order

Closed Session to Follow

4:30 PM - Return to Special Board Meeting

SPECIAL MEETING - ONLINE FOR THE PUBLIC DUE TO COVID-19 - VIA ZOOM

To watch and provide public comment, join from a PC, Mac, iPad, iPhone, or Android device:

Please click this URL to join. <https://zoom.oxnardsd.org>

Or join by phone:

Dial (for higher quality, dial a number based on your current location)

US: +1 669 900 6833

Webinar ID: 830 2518 4412

***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (4:00 PM)

President Cordes called the meeting to order at 4:03 p.m.

Present: Trustees Debra Cordes, Veronica Robles-Solis, Monica Madrigal Lopez, Jarely Lopez, and Katalina Martinez. Also in attendance were Superintendent Karling Aguilera-Fort, Assistant Superintendent Anabolena DeGenna, Assistant Superintendent Victor Torres, Assistant Superintendent Ruth Quinto, and Senior Executive Assistant Lydia Lugo Dominguez.

A.2. Pledge of Allegiance to the Flag

Dr. Aguilera-Fort, Superintendent, led the audience in the Pledge of Allegiance.

A.3. Adoption of Agenda (Superintendent)

The agenda was adopted as presented.

Motion to adopt the agenda as presented

Mover: Veronica Robles-Solis

Seconder: Jarely Lopez

Moved To: Adopt

Ayes: 4 - Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Absent: 1 - Katalina Martinez

Motion Result: Passed

A.4. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

There were no comments.

A.5. Closed Session

The Board convened to closed session at 4:05 p.m. to consider the following items:

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:

Conference with Labor Negotiator:

Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP

Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:

- Public Employee(s) Discipline/Dismissal/Release
- Public Employee Appointment
 - o Principal

A.6. Reconvene to Open Session (4:30 PM)

The Board reconvened to open session at 4:30 p.m.

A.7. Report Out of Closed Session

President Cordes reported on the following actions taken in Closed Session:

Motion #20-111 Appointment of Brian Blevins as Principal

Mover: Monica Madrigal Lopez

Seconder: Veronica Robles-Solis

Moved To: Appoint

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

Motion #20-112 Appointment of Elva Gonzales-Nares as Principal

Mover: Veronica Robles-Solis

Seconder: Jarely Lopez

Moved To: Appoint

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

Motion #20-113 Appointment of Erika Ragan as Principal

Mover: Katalina Martinez

Seconder: Debra Cordes

Moved To: Appoint

Ayes: 4 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Debra Cordes

Abstain: 1 - Veronica Robles-Solis

Motion Result: Passed

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por ponente)

There were no comments.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section D: ACTION ITEMS

D.1. Approve the Superintendent's Recommendation regarding the Layoff of Certificated Employees (Torres)

Dr. Victor Torres, Assistant Superintendent, Human Resources, explained that the item was to approve the recommendation for the layoff of certificated employees based on budget constraints anticipated for the 2021-22 school year. The Board previously adopted Reduction in Force Resolution #20-30 on March 3, 2021 as the start of the process. There is a possibility that those positions may be rehired based on the internal process.

Motion #20-114 Approval of Superintendent's Recommendation re: Layoff of Certificated Employees

Mover: Katalina Martinez

Seconder: Debra Cordes

Moved To: Approve

Ayes: 4 - Katalina Martinez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Nays: 1 - Jarely Lopez

Motion Result: Passed

Section G: CONCLUSION

G.1. ADJOURNMENT

President Cordes adjourned the meeting at 4:42 p.m.

Motion to adjourn

Mover: Veronica Robles-Solis

Seconder: Monica Madrigal Lopez

Moved To: Adjourn

Ayes: 5 - Katalina Martinez, Jarely Lopez, Monica Madrigal Lopez, Veronica Robles-Solis, Debra Cordes

Motion Result: Passed

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

By our signature below, given on this 16th day of February, 2022, the Board of Trustees of the Oxnard School District approves the Minutes of the Special Board Meeting of May 11, 2021, on motion by Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: February 16, 2022

Agenda Section: Section F: Board Policies, First Reading

First Reading of Board Policy BP 6170.0 Transitional Kindergarten (DeGenna/Fox)

The Board Policy BP 6170.1 Transitional Kindergarten, has been updated based on recommendations by CSBA (California School Boards Association). The added language is indicated by bold font: deleted language is indicated by strikethrough and highlighted. The Board Policies will be presented for a second reading and adoption at the March 2, 2022 Board Meeting.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and Director of Teaching and Learning that the Board of Trustees receive the revision of Board Policy BP 6170.1 Transitional Kindergarten as the first reading as outlined above.

ADDITIONAL MATERIALS:

Attached: [BP 6170.1 Transitional Kindergarten \(7 pages\).pdf](#)

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 09/05/2012

The Board of Trustees desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten **program** shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in **program the** development, implementation, and evaluation **of the district's transitional kindergarten program.**

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's transitional kindergarten program shall admit children **whose fifth birthday lies as follows:** (Education Code 48000)

1. **November 2 and December 2 in the 2012-13 school year**
2. **October 2 and December 2 in the 2013-14 school year**
3. **September 2 and December 2 in the 2014-15 school year and each school year thereafter**

1. **For the 2021-22 school year, children whose fifth birthday is between September 2 and December 2**
2. **For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2**
3. **For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2**
4. **For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2**
5. **For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1**

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

Parents/guardians of eligible children shall be notified of the availability of ~~this~~ **the transitional kindergarten** program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards **It** shall be designed to facilitate students' development in essential **knowledge and** skills related to which may include, as appropriate, language and literacy, mathematics, physical development, **health, the arts, visual and performing arts**, science, **history**-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After-School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

~~(cf. 5148.3 - Preschool/Early Childhood Education)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6174 - Education for English Language Learners)~~

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

(cf. 5148.2- Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

The district shall maintain an average TK class enrollment of not more than 24 students for each school site (Education Code 4800)

Staffing

~~Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.~~ **The Superintendent or designee shall ensure**

that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children, **including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.**

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 4800)

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation Assessment

The Superintendent or designee shall develop or identify appropriate **formal and/or** assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation ~~and~~, the progress of students in meeting related academic standards, **and student preparedness for future education.**

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 37202	Equal time in all schools School calendar; equivalency of instructional minutes
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization of teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46111	Kindergarten, hours of attendance
Ed. Code 46114-46119	Minimum school day, kindergarten
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48011	Admission on completing kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8235	California State Preschool Program
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing rations for center-based programs
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 17375	Establishment of California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
Ed. Code 8973	Extended-day kindergarten
Code of Regulations, Title 5	Description
18000-18434	

18068
18272
18281

**Child Care and Developmental Continuum from Early
Infancy up to Kindergarten
Attendance and expenditure reports
Developmental Profile
Environmental rating scales**

Management Resources

Description

California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry , 2015
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0500	Accountability

1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	School Day
6112	School Day
6151	Class Size
6162.5	Student Assessment
6174	Education For English Learners

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section G: Conclusion

Superintendent's Report (3 minutes)

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

FISCAL IMPACT:

N/A

RECOMMENDATION:

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section G: Conclusion

Trustees' Announcements (3 minutes each speaker)

The trustees' report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: February 16, 2022

Agenda Section: Section A: Preliminary

ADJOURNMENT

Moved:

Seconded:

Vote:

Time Adjourned _____

ROLL CALL VOTE:

Cordes ____, Martinez ____, Madrigal Lopez ____, Lopez ____, Robles-Solis ____

Karling Aguilera-Fort, Ed. D.

District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, February 11, 2022.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A