

# 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  
**Ms. Janet Penanhoat**  
Interim Assistant Superintendent,  
Business & Fiscal Services  
**Dr. Victor M. Torres**  
Assistant Superintendent,  
Human Resources  
**Dr. Anabolena DeGenna**  
Assistant Superintendent,  
Educational Services

## AGENDA

### REGULAR BOARD MEETING Wednesday, February 17, 2021

5:00 PM - Call to Order  
Closed Session to Follow  
7:00 PM - Regular Board Meeting

### REGULAR (VIRTUAL) MEETING - ONLINE ONLY DUE TO COVID-19 SHELTER IN PLACE ORDER - 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: 840 0872 4175

**\*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.

Watch the meeting live: [osdtv.oxnardsd.org](http://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 17, 2021

**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:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

**A.2. Pledge of Allegiance to the Flag**

Mrs. Mary Truax, Special Education Manager, San Miguel School, will introduce Sebastian Guerra and Emanuel Cruz, students in Ms. Biggerstaff's class; Emiliano Barraza, Mario Garcia and Ariche Ortiz, students in Mrs. Chavez's class; Alessandra Fuller, student in Ms. Duarte's class; Aria Avila and Justin Hernandez, students in Mrs. Miller's class; and Matthew Baltazar-Trejo, student in Mrs. Vega'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 Jakob De La Cruz, student in Ms. Duarte's class at San Miguel School, and in Spanish by Angel Aquino, student in Ms. Pina'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 forwarded via U.S. Mail to the San Miguel students that participated in the Board Meeting.

**A.5. Adoption of Agenda (Superintendent)**

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

**A.6. Study Session - COVID-19 Safety Plan (Aguilera-Fort/Magana)**

Risk Management staff will provide a presentation on the district's COVID-19 Safety Plan.

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

Instructions on How to Comment on ZOOM Via Web or Phone are Available at:

<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.

<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar. Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so. 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**

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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**



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 No. 2020120638
  
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 Assistant Superintendent, Business & Fiscal Services

**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 (Dr. Aguilera-Fort)**

Introduction of Newly Appointed Oxnard School District Administrator:

- Ms. Alma Romero, Assistant Principal

**Section B: PUBLIC COMMENT/HEARINGS**

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

Instructions on how to comment on Zoom via web or phone are available at:

<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.

<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar.

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.

Las instrucciones para comentar en Zoom vía video conferencia o por teléfono están disponibles en:

<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.

<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar.

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

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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**

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.

### **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:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

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

#### **C.1. Enrollment Report (Penanhoat)**

District enrollment as of January 29, 2021 was 15,111. This is 569 less than the same time last year.

#### **C.2. Purchase Order/Draft Payment Report #20-05 (Penanhoat/Franz)**

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #20-05, as submitted.

#### **C.3. Personnel Actions (Torres/Nair)**

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

#### **C.4. Establish/Abolish/Increase/Reduce Hours of Positions (Torres/Nair)**

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

### **Section C: APPROVAL OF AGREEMENTS**

It is recommended that the Board approve the following agreements:

#### **C.5. Approval of Amendment #1 to Agreement #17-273 with Crown Castle Fiber/Sunesys for Wide Area Network Digital Transmission Services (Aguilera-Fort/Mitchell)**

It is the recommendation of the Chief Information Officer and the Superintendent that the Board of Trustees approve Amendment #1 to Agreement #17-273 with Crown Castle Fiber/Sunesys for Wide Area Network Digital Transmission Services for the period of July 1, 2021 through June 30, 2022, in the amount of \$183,600.00 to be paid as follows: \$165,240.00 – E-Rate; \$18,360.00 – General Fund.

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**C.6. Approval of Agreement #20-129 – Purpose Driven Investments LLC (DeGenna/Elizarraraz)**

It is the recommendation of the Principal, Driffill School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #20-129 with Purpose Driven Investments LLC, for former NFL player and motivational speaker, Shamiel Gary, to meet virtually with Driffill School students to celebrate and motivate positive student attendance and engagement through distance learning, for the period of February 18, 2021 through June 30, 2021, in the amount of \$1,000.00, to be paid with Supplemental/Concentration Funds.

**Section C: RATIFICATION OF AGREEMENTS**

It is recommended that the Board ratify the following agreements:

**C.7. Ratification of Amendment #1 to Agreement #19-193 with Ventura County Office of Education (DeGenna/Ridge)**

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #19-193 with Ventura County Office of Education, for the project Incorporating Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Behavioral Health Services in Schools.

The Oxnard School District (OSD) will receive \$161,340.00 annually for 3 years, for services rendered as outlined in the MOU/Agreement, effective July 1, 2019 to June 30, 2022.

Amendment #1 reflects an increase in funding for Year 2 (2020-2021), in the amount of \$52,620.00, for a revised total amount of \$213,960.00 for Year 2 ONLY. The increase is due to additional funding provided to VCOE by Ventura County Behavioral Health (VCBH). The activities and model outlined in the MOU have not changed, and OSD will still receive \$161,340.00 for services rendered as outlined in the MOU for Year 3 (2021-2022).

**C.8. Ratification of Agreement #20-126 - Ventura County Office of Education, Paraeducator Services, SCP (DeGenna/Edwards)**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-126 with VCOE for Paraeducator services for students EG061410 and RR103108, in the amount not to exceed \$53,732.58, to be paid with Special Education funds.

**C.9. Ratification of Agreement #20-127 with University of California, San Diego School of Medicine (DeGenna/Edwards)**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-127 with University of California, San Diego School of Medicine, to provide Occupational Therapy Prescription Forms to the OSD Special Education Services Department as requested for the period of July 1, 2020 through June 30, 2021, in the amount not to exceed \$5,000.00 (\$280.00 per hour), to be paid out of Special Education Funds.

**C.10. Ratification of Agreement #20-128 – Jo Boaler (DeGenna/Prater)**

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-128 with Jo Boaler, for providing information to parents about the importance of a growth mindset for math and tips for supporting their children in learning, in the amount not to exceed \$7,500.00, to be paid from the Low Performing Student Block Grant.

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**C.11. Ratification of Agreement #20-130 – Brandman University (Torres/Batista)**

It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #20-130 with Brandman University, in partnership with OSD for the purpose of providing suitable school counseling practicum experience for students, for the period of January 11, 2021 through January 10, 2024, at no cost to Oxnard School District.

**Section D: ACTION ITEMS**

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

**D.1. Approval of the Comprehensive Safe School Plans - 21 Sites (DeGenna/Ridge)**

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

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

**D.2. Approval of Job Duties for Child Nutrition Services Operations Specialist (Torres/Nair)**

It is the recommendation of the Personnel Commission that the Board of Trustees approve the job duties of the Child Nutrition Services Operations Specialist, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

**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: New BP 4113.5, 4213.5, 4313.5: Working Remotely (Torres)**

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees review the new BP 4113.5, 4213.5, 4313.5: Working Remotely for first reading and anticipated approval at the March 3, 2021 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.

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**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:

Martinez \_\_\_\_, Lopez \_\_\_\_, Madrigal Lopez \_\_\_\_, Robles-Solis \_\_\_\_, Cordes \_\_\_\_

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 Thursday, February 11, 2021.

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Karling Aguilera-Fort

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section A: Study Session

**Study Session - COVID-19 Safety Plan(Aguilera-Fort/Magana)**

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Risk Management staff will provide a presentation on the district's COVID-19 Safety Plan.

**FISCAL IMPACT:**

N/A

**RECOMMENDATION:**

Information only.

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Karling Aguilera-Fort

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section A: Preliminary

### **Introduction of Newly Appointed Oxnard School District Administrator (Dr. Aguilera-Fort)**

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Introduction of Newly Appointed Oxnard School District Administrator:

- Ms. Alma Romero, Assistant Principal

#### **FISCAL IMPACT:**

Informational only.

#### **RECOMMENDATION:**

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





# OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • [www.oxnardsd.org](http://www.oxnardsd.org)

## Oxnard School District Encourages Remote, Online Public Participation For Oxnard School District's Board Meetings

During the COVID-19 pandemic, the Oxnard School District is committed to public input and participation in school district governance in a manner that is consistent with shelter in place guidance provided by public health officials. The District highly encourages remote, online participation in order to promote the safety and health of our community.

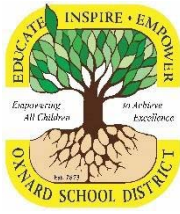
The Oxnard School District has taken the following steps to utilize technology to facilitate public participation during our upcoming board meetings in order to comply with public health guidance during the COVID-19 pandemic:

1. **Watch the meeting live.** The Oxnard School District Board meeting will be live streamed on the District's website at [www.osdtv.oxnardsd.org](http://www.osdtv.oxnardsd.org) and will also be shown on the following cable TV channels: Charter Spectrum Cable- Channel 20 and Frontier communication – Channel 37
2. **Public comment in advance.** We encourage members of the public to submit public comment in advance of the meeting. Public comment may be emailed to [OSD\\_BoardMeetings@oxnardsd.org](mailto:OSD_BoardMeetings@oxnardsd.org). In addition, please feel free to bring your written comment to the District Office between 9:00 and 12:00 p.m., you can also drop off your written comment at the District Office mail box located outside the front office, until 4:00 p.m. before the meeting. Please identify if the public comment is for a non-agenda or agendized item. If your public comment is for an agendized item, please identify clearly the agenda item number and title in your email. Any written testimony for public comment submitted via email before 11:00 am the day of the meeting will be provided to the Board members electronically or in written format. All public comments receive before the meeting will become part of the meeting archive.
3. **Public comment during the meeting.** Members of the public can join the Zoom Meeting from a computer via Zoom at [ZOOM.OXNARDSD.ORG](https://zoom.us/j/30911118), mobile device, tablet or by phone. The Zoom meeting information will be provided in every board meeting agenda. You can find the meeting information on the following webpage page <https://www.oxnardsd.org/Page/11118> as long as needed during the COVID-19 pandemic.

In order to facilitate effective remote participation for all, please remember a few courtesies of conference calls if you opt to use Zoom for the purpose of providing public comment:

- Please do not put the call on hold.
- Please do not have the television/website transmission of the meeting playing while you are speaking as you provide public comment. You must minimize background noise.

We ask that you please be patient as we adjust to these changes and implement these new modalities for connection and public engagement. We are committed to making our meetings as accessible as practicable during unprecedented times, but if you need additional accommodations or support for remote participation in advance of the meeting, please contact Monica Noriega at [mnoriega@oxnardsd.org](mailto:mnoriega@oxnardsd.org) or Lydia Lugo Dominguez at [llugodominguez@oxnardsd.org](mailto:llugodominguez@oxnardsd.org) or call 805-385-1501, ext. 2032.



# OXNARD SCHOOL DISTRICT

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## El Distrito Escolar de Oxnard alienta la participación pública a distancia en línea en las reuniones de la Junta Directiva de Educación

Durante la pandemia COVID-19, el Distrito Escolar de Oxnard tiene el compromiso de acoger el aporte y la participación del público en el gobierno del distrito escolar de una manera consistente con la recomendación de las autoridades de salud pública de refugiarse en el lugar (permanecer en casa). El Distrito alienta firmemente la participación a distancia en línea, con el fin de fomentar la seguridad y salud de nuestra comunidad.

Con el fin de cumplir con las indicaciones de las autoridades de salud pública durante la pandemia COVID-19, el Distrito Escolar de Oxnard ha adoptado medidas para facilitar la participación pública en las próximas reuniones de la Junta Directiva de Educación a través de los siguientes medios tecnológicos:

1. **Vea la reunión en vivo.** La reunión de la Junta Directiva de Educación del Distrito Escolar de Oxnard será transmitida en el sitio web del Distrito en [www.osdtv.oxnardsd.org](http://www.osdtv.oxnardsd.org) y también será transmitida por los siguientes canales de televisión por cable: Charter Spectrum Cable - Canal 20 y Frontier Communication - Canal 37.
2. **Comentarios del público por adelantado.** Recomendamos a los miembros de público enviar sus comentarios con anticipación, antes de la reunión. Los comentarios del público pueden ser enviados por correo electrónico a [OSD\\_BoardMeetings@oxnardsd.org](mailto:OSD_BoardMeetings@oxnardsd.org). Además, puede traer sus comentarios a la Oficina del Distrito entre las 9:00 de la mañana y 12 del mediodía. También puede depositar su comentario en el buzón de correo que se encuentra afuera de la oficina, hasta las 4:00 de la tarde del día de la reunión. Por favor indique si el comentario público es sobre un tema que está en la agenda o no lo es. Si su comentario público es sobre un tema que está incluido en la agenda, por favor indique con claridad en su correo electrónico, el número y el título del tema. Toda declaración por escrito sobre comentarios públicos recibida vía correo electrónico antes de las 11:00 de la mañana del día en que tendrá lugar la reunión, será entregada a la Junta Directiva por vía electrónica o por escrito. Todos los comentarios del público recibidos antes de la reunión formarán parte de los archivos de la reunión.
3. **Comentarios del público durante la reunión.** Los miembros del público también pueden participar en la reunión para proporcionar sus comentarios vía videoconferencia Zoom en [ZOOM.OXNARD.ORG](https://zoom.us/j/11118), desde una computadora, dispositivo electrónico, tableta o teléfono. Puede encontrar la información de la reunión Zoom en la agenda de cada reunión. La información sobre la reunión se encuentra en la siguiente página de nuestro sitio web <https://www.oxnardsd.org/Page/11118> mientras sea necesario durante la pandemia COVID-19.

Con el fin de facilitar una participación a distancia efectiva para todos, por favor recuerde algunas de las reglas de cortesía de las conferencias telefónicas, si decide utilizar Zoom con el propósito de proporcionar su comentario público:

- Por favor no ponga la llamada en espera.
- Por favor no mantenga encendida la transmisión de la reunión en la televisión/el sitio web mientras expresa su comentario público. Debe minimizar el ruido de fondo.

Les rogamos que tengan paciencia conforme nos ajustamos a estos cambios e implementamos estas nuevas formas de conexión y participación pública. Tenemos el compromiso de hacer que estas reuniones sean accesibles en la medida de lo posible, durante esta época sin precedentes. Sin embargo si usted necesita adaptaciones o apoyo adicionales para la participación a distancia, antes de la reunión, por favor contacte a Monica Noriega en [mnoriega@oxnardsd.org](mailto:mnoriega@oxnardsd.org) o a Lydia Lugo Dominguez en [llugodominguez@oxnardsd.org](mailto:llugodominguez@oxnardsd.org) o llame al 805-385- 1501, ext. 2032.

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Janet Penanhoat

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Consent Agenda

### **Enrollment Report (Penanhoat)**

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District enrollment as of January 29, 2021 was 15,111. This is 569 less than the same time last year.

#### **FISCAL IMPACT:**

None.

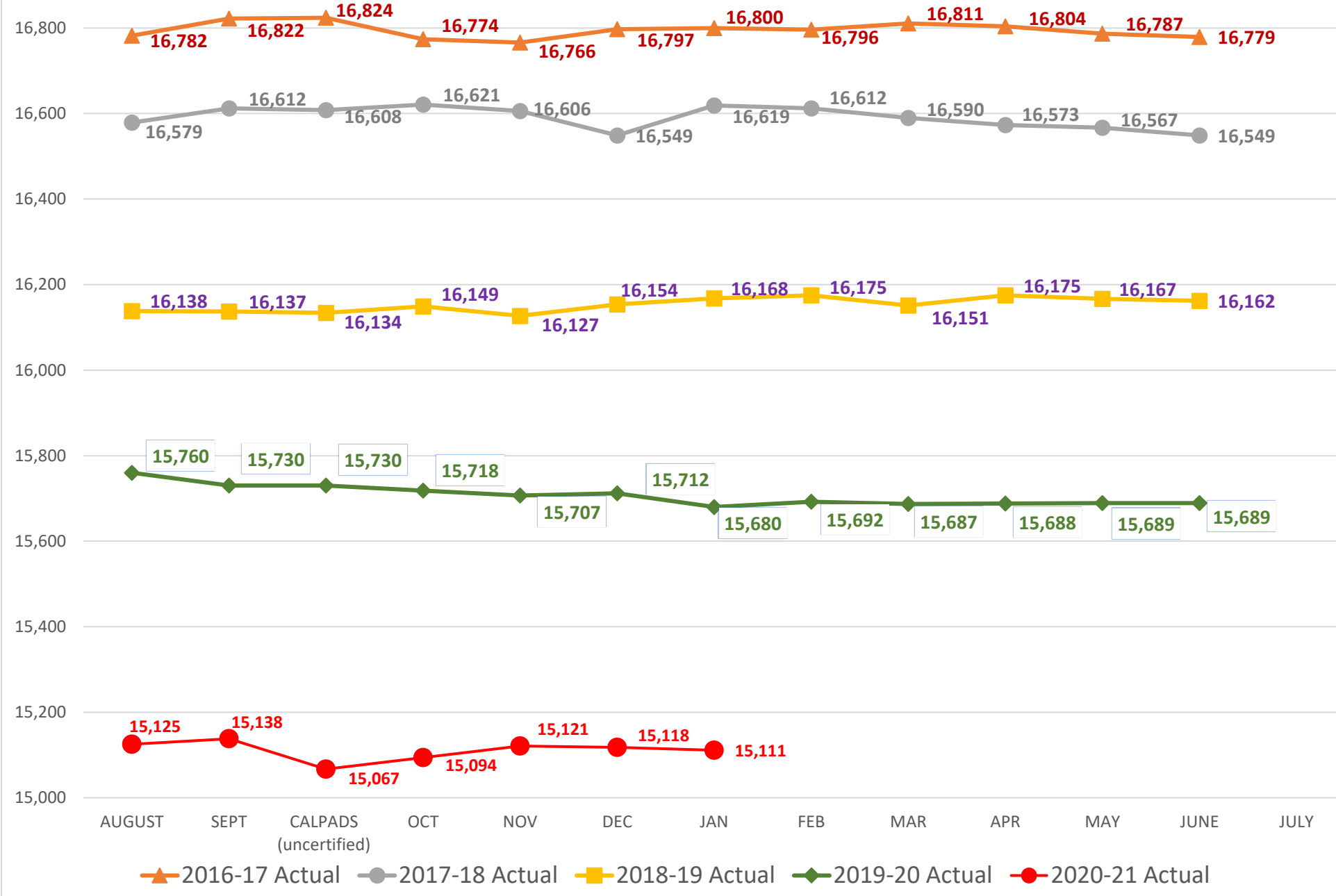
#### **RECOMMENDATION:**

Information only.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Graph-Oxnard School District Enrollment History 2016-17 through 2020-21 Actuals \(1 page\)](#)

Oxnard School District Enrollment History 2016-17 through 2020-21 Actuals



## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Janet Penanhoat

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Consent Agenda

### **Purchase Order/Draft Payment Report #20-05 (Penanhoat/Franz)**

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The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 1/07/2021 through 2/02/2021 for the 2020-2021 school year, for \$1,057,232.86.
2. There are no Draft Payments issued from 1/07/2021 through 2/02/2021, for the 2020-2021 school year.

#### **FISCAL IMPACT:**

N/A

#### **RECOMMENDATION:**

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #20-05 as submitted.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Purchase Order/Draft Payment Report #20-05 \(6 Pages\)](#)

## Includes Purchase Orders dated 01/07/2021 - 02/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
NP21-00040	P And R Paper Supply Co	CNS	stores	2,443.50
NP21-00041	Gold Star Foods	CNS	stores	837.00
NP21-00042	KB Foods Distribution, Inc.	CNS	stores	52,138.24
NP21-00043	ROSE & SHORE	CNS	stores	28,532.50
NP21-00044	KB Foods Distribution, Inc.	CNS	stores	87,736.32
NP21-00045	Gold Star Foods	CNS	stores	10,270.50
NP21-00046	JA FOOD SERVICE CORP	CNS	stores	16,970.00
NP21-00047	KB Foods Distribution, Inc.	CNS	stores	87,736.32
NP21-00048	Gold Star Foods	CNS	stores	6,770.86
P21-01788	Amazon Com	RAMONA	Books other than text books (Book CLub) -Library	192.69
P21-02023	Super Duper Inc	Special Ed	MATL/SUP (Billings)	199.95
P21-02024	Printech	LOPEZ	MATL/SUPPLY-INSTRUCTION	1,351.66
P21-02025	Perma Bound Books	SORIA	BKS - Instructional	4,999.70
P21-02026	Perma Bound Books	SORIA	BKS - Instructional	4,998.17
P21-02027	Lakeshore Learning Materials	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	9,931.11
P21-02028	Lakeshore Learning Materials	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	12,053.46
P21-02029	Lakeshore Learning Materials	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	10,852.50
P21-02030	Ventura Co Office Of Education	ASSESS ACCOUN	St. Anthony's Title II - Serv	2,500.00
P21-02031	INTERSTATE RESTORATION, LLC	FACILITIES	GEN FUND/REPAIRS (ARCHIVES REPAIR - FIRE 9/2020)	49,461.51
P21-02032	SIGLER WHOLESALE DISTRIBUTORS	FACILITIES	COVID Equipment	28,983.67
P21-02033	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	BREKKE	MAT/SUP-Instructional	400.35
P21-02034	CABE	ED SERVICES	CONF	150.00
P21-02035	CHAKRA INVESTMENTS FASTSIGNS O F VENTURA	MCKINNA	matl/sup-instructional	164.33
P21-02036	ACSA/FEA	ED SERVICES	CONF	259.00
P21-02037	School Serv Of Calif Inc	BUSINESS	SERV	4,100.00
P21-02039	Amazon Com	PURCHASING	MATLS/SUPL	51.74
P21-02040	CASBO	BUDGET	CONF	595.00
P21-02041	SCHOOL SERVICES OF CALIFORNIA, INC.	PERSONNEL	conf	195.00
P21-02042	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	838.55
P21-02043	Headsets Com Inc	PERSONNEL	matl/sup	280.10
P21-02044	DICK BLICK COMPANY BLICK ART M ATERIALS	WAREHOUSE	Stores Supplies	347.82
P21-02045	ACSA/FEA	FRANK	Confer - Admin	259.00
P21-02046	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	3,563.83
P21-02047	VARI SALES CORP.	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	479.49
P21-02048	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-OFFICE	571.15
P21-02049	SCHOOL TECH SUPPLY	MCKINNA	comp sup-instructional	1,585.22
P21-02050	Newsela, Inc	DRIFFILL	subscription-instructional	5,865.00
P21-02051	PEAR DECK, INC	LOPEZ	LICENSE/INSTRUCTION	2,250.00
P21-02052	Calif Assn Of Latino Supt & Ad	LOPEZ	CONF/INSTRUCTION	379.00
P21-02053	Amazon Com	IT	MATL/SUP	483.88
P21-02054	The Berry Man Inc	CNS	supplies	106,892.49
P21-02055	Jordanos Inc	CNS	supplies	68,611.53

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## Includes Purchase Orders dated 01/07/2021 - 02/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P21-02056	ACSA/FEA	RISK MGMT	ACSA Membership/Dues	436.26
P21-02057	Discount School Supply	RITCHEN	MATL/SUP-Instructional-COVID	1,246.50
P21-02058	SCHOOL SERVICES OF CALIFORNIA, INC.	BUSINESS	CONF	275.00
P21-02059	Ventura Co Office Of Education	BUSINESS	SERV Capitol Advisors	5,702.31
P21-02060	CHARLES M PARRENT DBA/ FALCON ROOFING COMPANY	FACILITIES	GEN FUND/REPAIRS (ARCHIVES REPAIR - FIRE 9/2020)	2,703.00
P21-02061	ACSA/FEA	HR	Conf	518.00
P21-02062	Smart And Final Iris Co	RITCHEN	MATL/SUP-Instructional	100.00
P21-02063	Amazon Com	RITCHEN	MATL/SUP-Instructional	935.55
P21-02064	Amazon Com	ELM	MATL/SUPP-INSTRUCTIONAL	357.32
P21-02065	Amazon Com	SIERRA LINDA	MATL/SUPP (Covid decals & tape)	955.63
P21-02066	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	306.78
P21-02067	Tolman & Wiker Ins	BUSINESS	CONST	5,800.00
P21-02068	Amazon Com	MCKINNA	matlsup-instructional	366.57
P21-02069	DRIFTWOOD DAIRY INC	CNS	supplies	61,684.41
P21-02070	GJM DISTRIBUTOR INC. TRI COUNT Y BREAD SERVICE	CNS	supplies	10,689.95
P21-02071	Lakeshore Learning Materials	EARLY CHILDHOC	Mat/Sup - Instruction	1,812.60
P21-02072	Lakeshore Learning Materials	EARLY CHILDHOC	Mat/Sup - Instruction	212.97
P21-02073	Amazon Com	EARLY CHILDHOC	Mat/Sup - Instruction	645.84
P21-02074	PAUL VERNIER dba/VERNIER CONST RUCTION SERVICES	FACILITIES	Def Maint / Professional Service / Kamala	5,000.00
P21-02075	Amazon Com	CURREN	mat/sup - instructional	294.54
P21-02076	Home Depot Inc	BREKKE	MAT/SUP-Instructional	422.98
P21-02077	Staples Direct	EARLY CHILDHOC	Mat/Sup - Instruction	186.00
P21-02078	Ventura Co Office Of Education	ENGLISH LEARNE	CONF-Title I	85.00
P21-02079	CYBERTEK COMPUTER AND NETWORKI NG SERVICES	IT	Software (Barracuda)	3,340.56
P21-02080	Amazon Com	BREKKE	Mat/Sup-Instructional	266.09
P21-02081	Starfall Education Foundation	RITCHEN	SOFTWARE-Instructional	270.00
P21-02082	Amazon Com	MCAULIFFE	Mat/Supp-Instructional	17.65
P21-02083	SCHOOL TECH SUPPLY	MARINA	MATL/SUPL - Admin	413.36
P21-02084	SCHOOL TECH SUPPLY	FACILITIES	Materials and Supplies	76.64
P21-02085	SCHOOL TECH SUPPLY	ED SERVICES	MATL/SUP	304.91
P21-02086	Flocabulary, Inc	FREMONT	License subscription/instruction	1,250.00
P21-02087	ESGI	BREKKE	SERV/Instructional	248.50
P21-02088	Brainpop Com Llc	FREMONT	SOFTWARE LICENSES - INSTRUCTIONAL	2,195.00
P21-02089	Amazon Com	FACILITIES	Materials and Supplies	65.25
P21-02090	Amazon Com	FACILITIES	Materials and Supplies	254.10
P21-02091	Amazon Com	RISK MGMT	Materials and Supplies	178.74
P21-02092	SCHOOL TECH SUPPLY	IT	Repair, Computer	156.96
P21-02093	PEAR DECK, INC	SORIA	SERV - Instructional	4,297.00
P21-02094	Amazon Com	RAMONA	PD Books (Leader in Me) -SocioEmotional Support	441.80
P21-02095	Amazon Com	SIERRA LINDA	MATL/SUPP (Monitor Cables)	91.85
P21-02096	Amazon Com	ENGLISH LEARNE	MTLS-LCFF	393.17
P21-02097	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	1,265.36

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## Includes Purchase Orders dated 01/07/2021 - 02/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P21-02098	Grainger Inc	PURCHASING	MTLS/PPE (CARE ROOMS)	3,105.99
P21-02099	Extreme Clean	WAREHOUSE	Stores Supplies	2,424.38
P21-02100	Regency Lighting	WAREHOUSE	Stores Supplies	1,033.32
P21-02101	Southwest Plastic Binding Co S outhwest Binding & Laminating	WAREHOUSE	Stores Supplies	963.82
P21-02102	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	BREKKE	MAT/SUP-Instructional	425.15
P21-02103	AQUARIUM OF THE PACIFIC	SIERRA LINDA	FT Entrance Fee (Finney)	150.00
P21-02104	Ventura Co Office Of Education	FREMONT	TRAVEL AND CONFERENCE (INSTRUCTIONAL)	50.00
P21-02105	SMART AND FINAL-C.I. BLVD	WAREHOUSE	Stores Supplies	316.18
P21-02106	John Wiley And Sons Inc	ENGLISH LEARNE	BOOKS- LPSBG 7510	1,996.12
P21-02107	Target Specialty Products	FACILITIES	Materials and Supplies	1,000.00
P21-02108	Teachers Pay Teachers	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	153.99
P21-02109	VARI SALES CORP.	ROSE	MATERIALS & SUPPLIES- DISCRETIONARY -UNDISTRIBUTED	958.98
P21-02111	Cooperative Strategies	BUSINESS	SERV	7,560.00
P21-02112	Amazon Com	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	3,752.08
P21-02113	CDW G	IT	Software	17,009.00
P21-02114	Newsela, Inc	MCAULIFFE	Matl/Supp-Software	3,660.00
P21-02115	Ventura Co Office Of Education	Special Ed	SERV (SIRAS TRAINING)	50.00
P21-02116	Ventura Co Office Of Education	SAN MIGUEL	Conference & Trave	50.00
P21-02117	Ventura Co Office Of Education	MCAULIFFE	Conf- Instructional	215.50
P21-02118	Teachers Pay Teachers	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	132.65
P21-02119	SEEDLINGS BRAILLE BOOKS	MARSHALL	BKS - Instruction	175.53
P21-02120	Parent Project Inc	ROSE	BOOKS OTHER THAN TEXTBOOKS LCFF 0790	347.28
P21-02121	Amazon Com	Special Ed	MATLS (U. ZARAGOZA)	44.75
P21-02122	Amazon Com	SIERRA LINDA	MATL/SUPP (2nd gr supplemental science curriculum)	253.18
P21-02123	Ventura Co Office Of Education	LOPEZ	CONF-INSTRUCTION CSI Grant	35.00
P21-02125	Ventura Co Office Of Education	CHAVEZ	TRAVEL AND CONFERENCE-INSTRUCTIONAL	465.00
P21-02126	Amazon Com	RAMONA	blue light screen protectors (teachers)	380.45
P21-02127	VENTURA UNIFIED SCHOOL DIST	BUDGET	Tuition/Excess Cost 2019-20	22,530.00
P21-02128	West Shield Adolescent Service	Special Ed	SERV (AE051507)	8,950.00
P21-02129	ALEN CORPORATION	FACILITIES	COVID Maerials and Supplies	221.49
P21-02130	Department Of Industrial Relat	FACILITIES	Conveyance Fees / Elm School	225.00
P21-02131	Department Of Industrial Relat	FACILITIES	Conveyance Fees / Driffill School	225.00
P21-02132	Department Of Industrial Relat	FACILITIES	Conveyance Fees / Soria School	225.00
P21-02133	Department Of Industrial Relat	FACILITIES	Conveyance Fees / Soria School	225.00
P21-02134	Department Of Industrial Relat	FACILITIES	Conveyance Fees / Curren School	225.00
P21-02135	Daniels Tire Service	WAREHOUSE	Repairs	501.88
P21-02136	CalSPRA	ASES	CONF	250.00
P21-02137	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	4,342.33
P21-02138	CUSTOMINK, LLC	LOPEZ	MATL/SUPPLY-INSTRUCTION	802.20
P21-02139	CUSTOMINK, LLC	LOPEZ	MATL/SUPPLY-INSTRUCTION	1,519.28
P21-02140	CUSTOMINK, LLC	LOPEZ	MATL/SUPPLY-INSTRUCTION	441.78
P21-02141	CUSTOMINK, LLC	LOPEZ	MATL/SUPPLY-INSTRUCTION	802.20

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## Includes Purchase Orders dated 01/07/2021 - 02/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P21-02142	Lightning Ridge Screen	HARRINGTON	4300 MATERIALS & SUPPLIES	1,268.18
P21-02143	Lakeshore Learning Materials	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	1,589.45
P21-02144	Lakeshore Learning Materials	RAMONA	Unit Manipulatives (lakeshore)	3,602.54
P21-02145	School Serv Of Calif Inc	ASSESS ACCOUN	Conf	550.00
P21-02146	Amazon Com	SIERRA LINDA	MATL/SUPP (1st gr supplemental science curriculum)	269.53
P21-02147	Amazon Com	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	8,459.73
P21-02148	Amazon Com	Special Ed	MATL/SUP (A. Dominguez)	.00
P21-02149	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	1,746.03
P21-02150	Lakeshore Learning Materials	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	9,488.28
P21-02151	Printech	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	837.15
P21-02152	Amazon Com	BREKKE	MAT/SUP-Instructional	98.77
P21-02153	NIGRO & NIGRO PC	BUSINESS	SVC	48,500.00
P21-02154	NIGRO & NIGRO PC	BUSINESS	SVC	9,000.00
P21-02155	Displays2go	DRIFFILL	Matl/Supp-instructional	348.35
P21-02156	SCHOOL TECH SUPPLY	CNS	printer	140.06
P21-02157	Perma Bound Books	RAMONA	Books for the Library-Permabound	5,833.06
P21-02158	Ventura Co Office Of Education	LOPEZ	CONF-INSTRUCTION CSI Grant	40.00
P21-02159	Inclusive Education & Community Partnership	Special Ed	SERV (BEHAVIOR SUPPORT & 1 to 1 SVCS)	60,000.00
P21-02160	Apple Computer Inc	ASES	EQUIP	13,288.31
P21-02161	SCHOOL TECH SUPPLY	CNS	computer	1,229.03
P21-02162	HUMAN RELATIONS MEDIA CTR INC	DISTRICT OFFICE	SFTW-APPS	1,200.00
P21-02163	DIDAX INC DIDAX EDUCATIONAL RE SOURCES	ENGLISH LEARNE	MATL/SUP- MATH (LPSBG)	353.25
P21-02164	VARI SALES CORP.	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	210.11
P21-02165	Amazon Com	Pupil Srvs	MAT/SUP- walkies	35.30
P21-02166	Amazon Com	Pupil Srvs	MAP/SUP- toner	758.37
P21-02167	Amazon Com	Pupil Srvs	MAT/SUP- Headphones Tch	38.85
P21-02168	Amazon Com	Pupil Srvs	MAT/SUP- Stamper ribbon	27.77
P21-02169	Dept Of Toxic Substances Ctr	FACILITIES	DTSC Fees / Facilities	257.50
P21-02170	Amazon Com	FACILITIES	Materials and Supplies	47.97
P21-02171	Ventura Co Office Of Education	Pupil Srvs	CONF- Ridge	25.00
P21-02172	Amazon Com	ED SERVICES	MATL/SUP	94.65
P21-02173	Amazon Com	FREMONT	Materials and Supplies Instructional	618.02
P21-02174	R-J Inc.	FACILITIES	Professional Services	5,770.00
P21-02175	GREENWOOD PUBLISHING GROUP LLC HEINEMANN	KAMALA	Materials & Supplies-Inst	11,657.25
P21-02176	GREENWOOD PUBLISHING GROUP LLC HEINEMANN	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	11,944.56
P21-02177	Aswell Trophy And Engraving	FREMONT	Materials and Supplies Instructional	11.78
P21-02178	Turf Star	FACILITIES	Repairs	10,880.07
P21-02179	Dial Security	FACILITIES	Prof Service / Fire Detection	19,310.00
P21-02180	Dial Security	FACILITIES	Prof Service / ESC	920.00
P21-02181	PRESERVATION VIRGINIA	CURREN	Serv - instructional	100.00
P21-02182	SCHOOL SAFETY SOLUTION, LLC	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	415.13

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**Includes Purchase Orders dated 01/07/2021 - 02/02/2021**

PO Number	Vendor Name	Loc	Description	Order Amount
P21-02183	Amazon Com	SORIA	Mats/Sup - Instructional	1,414.42
P21-02184	COUNTY OF VENTURA	CNS	other services	471.23
P21-02185	Uline	WAREHOUSE	Equipment	647.63
P21-02186	Grainger Inc	CNS	supplies	1,765.27
P21-02187	Amazon Com	SAN MIGUEL	Materials & Supplies- Distance Learning	229.46
<b>Total Number of POs</b>			<b>172</b>	<b>Total</b>
				<b>1,057,232.86</b>

**Fund Recap**

Fund	Description	PO Count	Amount
010	GENERAL FUND	152	615,035.36
120	CHILD DEVELOPMENT FUND	4	2,857.41
130	CAFETERIA FUND	17	420,980.09
140	DEFERRED MAINTENANCE FUND	1	5,000.00
214	BOND FUND MEASURE D 2016	1	5,800.00
251	DEVELOPER FEES	1	7,560.00
<b>Total Fiscal Year 2021</b>			<b>1,057,232.86</b>
<b>Total</b>			<b>1,057,232.86</b>

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Includes Purchase Orders dated 01/07/2021 - 02/02/2021

## PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
NP21-00033	1,143.51	130-4300	CAFETERIA FUND/MATERIALS AND SUPPLIES	243.86-
P14-00044	10,845,146.72	214-6205	BOND FUND MEASURE D 2016/PROGRAM MANAGEMEN	200,000.00
P21-00044	8,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	6,641.05
P21-00173	51,000.00	010-5632	GENERAL FUND/REPAIRS	30,000.00
P21-00177	4,500.00	010-5632	GENERAL FUND/REPAIRS	2,000.00
P21-00225	11,500.00	010-5632	GENERAL FUND/REPAIRS	355.99
P21-00361	1,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	500.00
P21-00409	6,000.00	010-5901	GENERAL FUND/POSTAGE	500.00
P21-00838	70,000.00	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	40,000.00
P21-00898	2,155.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,077.50
P21-01021	700.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	200.00
P21-01367	7,751.54	010-4318	GENERAL FUND/COMPUTER SUPPLIES AND SOFTWARE	3,232.50-
P21-01408	2,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,000.00
P21-01409	754.25	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	215.50
P21-01592	135.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	45.00
P21-01675	20,000.00	130-5600	CAFETERIA FUND/RENTALS, LEASES AND REPAIRS	10,138.45
P21-01813	3,300.00	010-5818	GENERAL FUND/SOFTWARE/LIC-APPLICATIONS	2,100.08
P21-01831	4,633.25	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	4,094.50
P21-01989	537.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	358.00
			<b>Total PO Changes</b>	<b>295,749.71</b>

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## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Victor Torres

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Consent Agenda

### **Personnel Actions (Torres/Nair)**

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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 and the Director, Classified Human Resources, that the Board of Trustees approve the Personnel Actions, as presented.

### **ADDITIONAL MATERIALS:**

**Attached:** [Personnel Actions v.2 02.17.2021 \(two pages\)](#)

**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**

Munoz, Ivana	Teacher, RSP	02/01/2021
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**Change of Status**

Holva, Candi	Intervention Service Provider to ELA Teacher	02/01/2021
Romero, Alma	ELA Teacher to Assistant Principal	02/02/2021

**Leave of Absence**

Hidalgo, David	Speech Language Pathologist	1/11/2021- 6/17/2021
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**Resignations**

Arevalo, Estanilao	Teacher, RSP	06/17/2021
Capanna, April	Psychologist	06/28/2021
Davey, Hannah	Teacher, RSP	06/17/2021
Lopez Arellano, Laura	Teacher, Sped M/S	06/17/2021
Merchant, Brandee	Teacher, Grade 3	06/17/2021
Miller, Linda	Teacher, Sped Preschool	06/17/2021

**Retirement**

Barrett, Martha	Teacher, Kindergarten	6/17/2021
Contreras, Lisa	Teacher, Grade 5	6/17/2021
Dempsey, Suzanne	Teacher, Art Jr High	6/17/2021
Gonzales, Rose	Teacher, Grade 1	6/17/2021
Hilpert, Emily	Teacher, Grade 3	6/17/2021
Hoskins, Joan	Teacher, Grade 6	6/17/2021
Hunt, Michael	Teacher, Math Jr High	6/17/2021
LeDonne, Rose	Teacher, Grade 1	6/17/2021
Llanes, Margarita	Teacher, RSP	6/17/2021
Lucero, Nena M.	Teacher, Kindergarten DLI	6/17/2021
MacIntyre, Diane	Teacher, Grade 6	6/17/2021
Martin, E. Diane	Teacher, Grade 2	6/17/2021
Ortiz-Boulger, Maria Belen	Teacher, Grade 1	6/17/2021
Penner, Shelley	Teacher, Grade 2	6/17/2021
Rodriguez, Nancy	Teacher, Grade 5	6/17/2021
Stalvey, Michael	Teacher, Grade 3	6/17/2021
Vargas, Esther	Teacher, Grade 3	6/17/2021
Wilder, Allison	Teacher, Kindergarten DLI	6/17/2021

## CLASSIFIED PERSONNEL ACTIONS

February 17, 2021

**New Hire**

Jara, Samantha	Outreach Specialist, Position #2561 Brekke 8.0 hrs./180 days	02/16/2021
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**Limited Term**

Jimenez, Maricela	Clerical (substitute)	01/29/2021
Morales, Alejandra	Clerical (substitute)	12/09/2021
Rosales, Lizbeth	Clerical (substitute)	01/14/2021
Watson-Williams, Anjalate	Clerical (substitute)	01/13/2021
Williams, Victoria	Clerical (substitute)	01/14/2021

**Promotional**

Nava, Sonia	Outreach Specialist, Position #2670 Ed. Services 8.0 hrs./180 days Family Liaison, Position #9636 Ed. Services 6.0 hrs./180 days	02/08/2021
Ventura, Tanya	Human Resources Analyst, Position #10166 Classified Human Resources 8.0 hrs./246 days Administrative Assistant, Position #1221 Classified Human Resources 8.0 hrs./246 days	01/21/2021

**Return from Leave of Absence**

Arroyo Hernandez, Maria I	District Translator, Position #7259 Special Ed. 8.0 hrs./246 days	01/11/2021
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**Resignation**

Andrews, Brian J	Accounting Manager, Internal Auditor, Position #1419	02/19/2021
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**Retirement**

Hernandez, Maria D	Office Assistant II	04/16/2009-11/21/2020
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## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Victor Torres

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Consent Agenda

*Establish/Abolish/Increase/Reduce Hours of Position (Torres/Nair)*

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### **Abolish**

a three hour and forty five minute 183 day Paraeducator I position number 10122 to be abolished at Curren school. This position will be abolished due to the lack of work.

### **FISCAL IMPACT:**

Savings for Paraeducator I: \$17,944 Site funds

### **RECOMMENDATION:**

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

## OSD BOARD AGENDA ITEM

**Name of Contributor:** Karling Aguilera-Fort

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Support Services Agreement

### **Approval of Amendment #1 to Agreement #17-273 with Crown Castle Fiber/Sunesys for Wide Area Network Digital Transmission Services (Aguilera-Fort/Mitchell)**

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On April 18, 2018, the Board of Trustees approved Agreement #17-273 with Crown Castle Fiber/Sunesys for Wide Area Network Digital Transmission Services, for a 3-year period and a total agreement amount of \$550,800.00.

Amendment #1, in the amount of \$183,600.00, is required in order to extend the agreement through June 30, 2022, for a new total agreement amount of \$734,400.00.

E-Rate will fund a portion of the cost of this Amendment based on the District's annual qualifying FRMP (Free and Reduced Meal Program) which is currently at 90%.

#### **FISCAL IMPACT:**

\$183,600.00 per year (\$15,300.00 per month):	<b>\$165,240.00 – E-Rate</b>
	<b>\$ 18,360.00 – General Fund</b>

#### **RECOMMENDATION:**

It is the recommendation of the Chief Information Officer, and the Superintendent, that the Board of Trustees approve Amendment #1 to Agreement #17-273 with Crown Castle Fiber/Sunesys.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Amendment #1 \(1 Page\)](#)

[Agreement #17-273, Crown Castle Fiber-Sunesys \(27 Pages\)](#)



# OXNARD SCHOOL DISTRICT

1051 South "A" Street ♦ Oxnard, California 93030 ♦ 805/385-1501 ♦ www.oxnardsd.org  
*Information Technology Services*

## AMENDMENT #1 TO AGREEMENT #17-273

February 17, 2021

Crown Castle  
1220 Augusta Dr., #600  
Houston, TX 77057

Dear Ms. Lynn Sivertsen:

The Oxnard School District currently has a contract, #17-273, with Crown Castle, for Wide Area Network (WAN) Services through June 30, 2021. As indicated in the agreement signed by the District on April 18, 2018, (see attached), the District would like to extend the contract for an additional twelve (12) month period, extending the date of the contract through June 30, 2022, in the amount of \$183,600.00.

All other terms and conditions remain the same.

Please sign as acknowledgment and acceptance of the extension to the existing contract as referenced above.

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Signature  
Authorized Representative  
Crown Castle

Date

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Signature  
Lisa A. Franz, Director, Purchasing  
Oxnard School District

Date

**MASTER LICENSE AGREEMENT**

**THIS MASTER LICENSE AGREEMENT (“Agreement”)**, dated as of April 18, 2018, between Sunesys, LLC (“**Company**”) and the customer identified below (“**Licensee**”), sets forth the terms and conditions under which Company, and one or more of its “Affiliates” (as defined below), may issue licenses to Licensee to use (1) Company’s SunE™ switched Ethernet, SunEP™ managed private Ethernet, and SunWave™ private wavelength (collectively, “**Lit Fiber**”); (2) Company’s SunColo™ collocation space (“**Collocation**”); (3) Company’s SunDF™ dark fiber (“**Dark Fiber**”), and/or (4) Company’s SunIP™ Internet access (“**Internet Access**”), each as more fully described in the applicable Facility Guide. Lit Fiber, Collocation, Dark Fiber and Internet Access are sometimes individually referred to below as a “**Facility**” and collectively as the “**Facilities**.” The Facility Guides attached to this Agreement only apply to the extent that Licensee has entered into a License to use the Facility described in the applicable Facility Guide. To the extent that Facility Guides pertaining to certain of the Facilities offered by Company are not made a part of this Agreement as of the Effective Date, they may be added by amendment, when and if the Licensee elects to license one of those Facilities. Company and Licensee may be referred to as the “**Parties**” or individually as a “**Party**.” “**Affiliate**” means, with respect to a Party to this Agreement or a License, any person or entity which directly or indirectly controls, is controlled by or is under common control with the referenced Party.

This Agreement consists of this cover page (“**Cover Page**”), the General Terms and Conditions attached hereto (“**Terms and Conditions**”), any written amendments executed by the Parties (“**Amendments**”), the Facility Guides attached hereto or subsequently added by way of an Amendment (each a “**Facility Guide**”) and any and all licenses (each a “**License**”) executed by the Parties. This Agreement is effective the date it is countersigned by Company as indicated below (the “**Effective Date**”).

Licensee:  
**Oxnard School District**  
1051 South A. Street  
Oxnard, CA 93030

Licensee’s use of Facilities is also subject to Company’s Acceptable Use Policy, Company’s Privacy Policy and such other policies (collectively the “**Policies**”) posted at Company’s website located at <http://sunesys.com>. Facilities may not be transferred.

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THROUGH THE SIGNATURES OF THEIR DULY AUTHORIZED REPRESENTATIVES BELOW, THE PARTIES AGREE TO THE TERMS AND CONDITIONS OF THIS AGREEMENT.

**SUNESYS, LLC**

  
\_\_\_\_\_  
Authorized Signature

Mark Schrott VP fiber Solutions  
Printed Name and Title

4/27/18  
Effective Date

**OXNARD SCHOOL DISTRICT**

  
\_\_\_\_\_  
Authorized Signature

Janet Penanhoat, Asst. Supt., Business & Fiscal Services  
Printed Name and Title

4/3/2018  
Date

**Applicable Attachments:**

- Attachment 1: General Terms and Conditions
- Attachment 2: Lit Fiber Facility Guide
- Attachment 3: License Form

Facilities provided in the states below will be provided either by Company or the Affiliate of Company designated below:

Fiber Technologies Networks, L.L.C.  
Fibernet Direct Florida LLC.  
Fibernet Direct Texas LLC.  
Access Fiber Group, Inc.  
Wilshire Connection, LLC  
Lightower Fiber Networks II, LLC

-Indiana, Kentucky, Michigan, Ohio, West Virginia, Wisconsin  
-Florida , Georgia  
-Louisiana, Oklahoma, Texas  
-Alabama, Missouri, Tennessee  
-California  
-Connecticut, Delaware, District of Columbia, Illinois, Maine, Maryland,  
Massachusetts, New Hampshire, New Jersey, New York, North Carolina,  
Pennsylvania, Rhode Island, Vermont, Virginia

**ATTACHMENT 1**  
**GENERAL TERMS AND CONDITIONS**

**1. SCOPE OF AGREEMENT.**

1.1 General. In accordance with the terms and conditions of this Agreement, Company shall provide the use of certain Facilities to Licensee as specified in one or more Licenses executed and delivered by the Parties.

1.2 Agreement Term. The initial term of this Agreement ("**Initial Term**") shall begin as of the Effective Date and shall continue in effect through June 30, 2023. The terms and conditions of this Agreement shall continue to apply to each License executed and delivered hereunder, notwithstanding the earlier termination or expiration of this Agreement, until the expiration or earlier termination of the last License Term (as defined in Section 2.4 below).

**2. LICENSE PROCESS.**

2.1 License Contents. Licenses shall identify at a minimum: (a) the Facility(s) Licensee will use; (b) the Initial License Term (as defined in Section 2.4 below); (c) a requested target delivery date; and (d) applicable non-recurring and recurring charges (together with any other taxes, fees, costs, charges, reimbursements and expenses expressly contemplated in this Agreement, collectively, "**Charges**") for each Facility. Licenses shall be memorialized using the License form attached hereto or such other form approved by Company from time to time. Unless otherwise provided in a License, Company may choose the equipment or facilities constituting the Facilities and may substitute, change or rearrange any such equipment or facilities at any time or from time to time as long as the Facility quality or type of Facility is not materially impaired or changed.

2.2 Grant of License. Company grants to Licensee and Licensee accepts from Company a license to use each Facility that is the subject of a fully executed License solely on the terms and conditions of this Agreement, including each applicable License. A License shall become binding on the Parties when it is signed and delivered by both Parties. When a License becomes effective it shall be deemed part of, and shall be subject to, this

Agreement. Nothing in this Agreement shall be construed to obligate either Party to execute any Licenses.

2.3 Commencement Date. Except as otherwise agreed to in the applicable License, Charges shall begin to accrue on the "**Commencement Date**" as determined consistent with Section 6.1. No failure of performance or delay attributable to Licensee or Licensee's employees, agents, or contractors (collectively, "**Representatives**"), or any failure, incompatibility, or unavailability of Licensee's equipment, facilities, or systems not provided by Company, shall delay the Commencement Date or otherwise excuse Licensee from making payment for a Facility at such time as Company would be ready to provide the Facility, regardless of whether Licensee is ready to use the Facility. Company shall not incur liability of any kind for delays or inability to install a Facility based on acts or omissions of Licensee, its Representatives or end users.

2.4 License Term.

(a) The initial term for which Licensee shall pay for and Company shall provide each Facility shall be as indicated in the applicable License ("**Initial License Term**"). The Initial License Term shall commence on the Commencement Date for the applicable Facility (or if more than one Facility is the subject of a License, and the License does not indicate that Facilities have separate License Terms, upon the last Commencement Date for any Facility). Following the expiration of the Initial License Term of a License, the License shall renew on the terms set forth within the License (the "**Renewal License Term**"). The Initial License Term, together with any Renewal License Terms, shall be referred to collectively as the "**License Term**."

(b) Upon the expiration or earlier termination of the License Term, Licensee shall cease using the applicable Facility, all of Licensee's rights in the applicable Facility shall automatically terminate and revert to Company, and neither Licensee nor Company shall have any further obligations relating to that Facility except for any unpaid charges or

defaults not cured prior to the expiration or earlier termination of the applicable License Term, and other obligations that expressly survive expiration or other termination of this Agreement or the applicable License.

2.5 Affiliate Licenses. Company's Affiliates shall be permitted to execute Licenses hereunder. In that case such Company Affiliate executing the License shall be bound by the terms and conditions of this Agreement as if such Affiliate were a signatory hereto for each Facility described in such License and all references to "Company," "Party" or "Parties" shall be deemed to refer to such Affiliate when reasonably appropriate under the circumstances. In such event, the Company Affiliate executing the License shall be solely responsible for all rights and obligations arising hereunder and thereunder and neither Sunesys, LLC nor any other Company Affiliate shall have any liability whatsoever in connection with any such Company Affiliate License(s).

2.6 Other Users. Nothing in this Agreement shall preclude Company or any Company Affiliate from using Company's systems or fiber network (collectively, "System") or Company's other equipment or facilities to provide Facilities to third parties (including through the license of Facilities to other licensees).

### **3. LICENSEE RESPONSIBILITIES.**

3.1 Use of Facilities by Licensee. Licensee shall not, nor permit others to, use any Facility for any unlawful purpose or in any unlawful manner and all use of Facilities by and through Licensee will at all times comply with all applicable laws, regulations, Policies, and Company's written and electronic instructions for use.

3.2 Licensee Equipment. Licensee shall, at its own expense, procure and configure any Licensee equipment necessary to implement or use the Facilities, unless otherwise set forth in the applicable License. Licensee shall ensure that all such Licensee equipment complies with Company's specifications for use of Facilities, and do not interfere with or impair the System or any equipment or facilities of

Company or of other licensees. Company reserves the right, at its option and without penalty of any kind, to suspend Licensee's use of any Facilities if any Licensee equipment or facilities do not comply with the foregoing provisions.

### 3.3 Licensee Facilities.

(a) Licensee shall furnish or arrange to have furnished to Company, at no charge to Company, such environment, space, and/or electrical power within Licensee's premises as required by Company to install, operate, maintain, repair, replace, and remove any Facility under this Agreement. If Company has reasonably incurred any costs or expenses in installing or preparing to install any Facility that it otherwise would not have incurred, Licensee shall be responsible for all associated reasonable costs and expenses. Licensee shall ensure that Company has such access to Licensee's premises as necessary for Company to perform its obligations under this Agreement.

(b) As between Company and Licensee, the System and all equipment and facilities provided by Company shall be and remain Company's property at all times. Licensee shall not tamper with, remove or conceal identifying plates, tags, or labels on the System or any such Company equipment and facilities showing the ownership interest of Company. Licensee shall take no action that directly or indirectly impairs Company's title to, or that imposes any claim, lien, or encumbrance on, the System or Company's equipment or facilities. Company may remove Company's equipment and facilities from Licensee's premises upon expiration or earlier termination of the applicable License Term.

(c) Licensee shall reimburse Company for any damage to Company's equipment or facilities caused by: (i) the acts or omissions of Licensee, its Representatives or end users; (ii) malfunction of any equipment or facilities not provided by Company and used by Licensee or Licensee's Representatives or end users in connection with any Facility; or (iii) fire, theft or other casualty on the premises of Licensee.

(d) Except as the context otherwise requires, any references to Company's "facilities" or "equipment"



in this Agreement shall include, but not be limited to, any facilities, equipment, and other assets (including fiber or any other portion of the System) constituting the Facility licensed hereunder.

(e) Licensee shall at its sole cost and expense promptly remediate any release of a Hazardous Substance resulting from Licensee's activities or operations. "**Hazardous Substances**" shall include any pollutant, toxic substance, element, compound, chemical, waste, or other material (including but not limited to petroleum hydrocarbons, asbestos, lead paint, and radon gas) that is regulated by any federal, state, or local statute, ordinance, order, or action, or that presents a risk to human health or the environment.

3.4 Licensee Authorizations for Use of Facilities. Licensee, at its sole cost and expense, shall obtain and maintain any and all necessary easements, licenses, permits, franchises and other approvals that may be required by any property owner or licensor, or any federal, state, local or tribal law, statute, regulation or ordinance, as the same may now or in the future be applicable to Licensee's use of the Facilities as provided in this Agreement.

3.5 No Unauthorized Access to Company Property. Licensee shall not, nor permit others to, rearrange, disconnect, remove, attempt to maintain, repair or otherwise touch or access any part of the System or any Company equipment or facilities, without the prior written consent of Company, which consent may be withheld in Company's sole discretion. Any access granted by Company shall be upon the terms and conditions specified by Company including requiring that a Company employee or contractor be present at Licensee's expense. Licensee will indemnify, defend and hold the Company and its Affiliates harmless from any penalties associated with, or damages caused by, any such authorized or unauthorized access to the System, or any Company equipment or facilities.

#### 4. REQUIRED RIGHTS; MAINTENANCE.

4.1 Required Rights. At Company's sole cost and expense, Company will use commercially

reasonable efforts to obtain and maintain in full force and effect during the applicable License Term all applicable authorizations, leases, licenses, easements, rights-of-way, franchises, approvals, permits and other governmental and private property rights necessary for Company to lawfully construct, install, maintain and repair the Company's equipment, facilities and System that support Facilities licensed to Licensee (collectively, the "**Required Rights**"). Each License and associated license granted to Licensee is subject to all Required Rights terms, conditions, limitations, restrictions and reservations, and Licensee shall not engage in any activity that impairs or adversely affects any Required Rights.

4.2. Loss of Required Rights. If Company fails to obtain or cause to remain effective throughout the applicable License Term all Required Rights for the Facility, and such failure actually and materially interrupts Licensee's use of a Facility, either Party may terminate the affected Facility upon written notice. In the event of such termination, any Charges for that Facility shall abate from the effective date of termination and any previously paid recurring Charges attributable for any period beyond such date shall be returned to Licensee. So long as Company had used commercially reasonable efforts, Company's failure to obtain or cause to remain effective Required Rights does not constitute a breach of this Agreement or any License.

4.3 Maintenance. Company shall be solely responsible for the maintenance of equipment and facilities owned or otherwise controlled by Company, and Company shall use commercially reasonable efforts to maintain such facilities and equipment in accordance with Company's standard practices (which shall not deviate in any material respect from standard industry practices). All maintenance is included in the Charges set forth in the applicable License, except to the extent that the need for the maintenance or repair was caused by the acts or omissions of Licensee or its Representatives in which case Licensee shall reimburse Company's costs and expenses incurred in performing the same.

**5. REGULATORY CHANGES.** The Parties agree that in the event of any decision after the Effective Date by a legislative, regulatory or judicial body, including any regulatory or judicial order, rule, regulation, decision in any arbitration or other dispute resolution or other legal or regulatory action that materially affects the provisions of this Agreement or Company's ability to provide Facilities on the terms of this Agreement or the applicable License, Company may, by providing written notice to the Licensee, require that the affected provisions of this Agreement or the applicable License be renegotiated in good faith. If the Parties cannot reach resolution on new Agreement terms, Company may, in its sole discretion, terminate without penalty the affected Facilities, in whole or in part, upon written notice to Licensee.

## **6. PAYMENT TERMS.**

### **6.1 Charges.**

(a) Recurring Charges. Except as otherwise agreed to in the applicable License, the "**Acceptance Date**" shall be as determined under the applicable Facility Guide. Monthly recurring Charges for a Facility are due beginning on the first day of the month following the month in which the Acceptance Date occurs, and on the first day of each subsequent month thereafter (the date that monthly recurring Charges first become due as just provided, the "**Commencement Date**").

(b) Non-Recurring Charges. Non-recurring Charges (e.g., installation charges, construction fees, extended demarcation fees, facility entrance fees, cross-connect fees and/or expedite fees) are due in full as of the Commencement Date, or as otherwise provided in the License.

(c) Certain Payment Terms. Licensee agrees to pay all undisputed Charges on or before the date that is thirty (30) calendar days after receipt of invoice ("**Due Date**"). If payment is not received by Company on, or disputed in good faith by Licensee by, the next business day after the Due Date, the balance due shall be subject to an interest charge on delinquent amounts at the lower of one and one-half

percent (1½%) per month, or the highest rate permissible at law, until paid. The amounts due to Company hereunder are due and payable without set off. Partial payment of any bill will be applied to the Licensee's outstanding Charges and accrued interest as determined by Company. No acceptance of partial payment by Company shall constitute a waiver of any rights to collect the full balance owed under this Agreement.

**6.2 Pricing Adjustments after Initial Term.** Unless a License expressly contemplates one or more Renewal License Terms and associated recurring Charges that would apply during any such renewal(s), effective at any time after the end of the Initial License Term for any Facility and from time to time thereafter, Company may modify the recurring Charges for such Facilities on thirty (30) days prior written notice to Licensee. Licensee will have thirty (30) days from receipt of such notice to cancel the applicable Facility without further liability. Should Licensee fail to cancel within this timeframe, Licensee will be deemed to have accepted the modified Facility pricing.

**6.3 Taxes and Surcharges.** Any and all applicable federal, state, local or foreign use, excise, sales, gross receipts or privilege taxes, charges or surcharges (however designated), value-added and other taxes, levies, surcharges, duties, fees, state and federal universal service fund surcharges, TRS fund surcharges or other tax-related surcharges, chargeable to or against Company because of Facilities provided to Licensee, including any charges mandated or imposed on Company by regulatory agencies or others shall be charged to and payable by Licensee in addition to the Charges; provided, however, if Licensee believes it is exempt from any of the foregoing, Licensee will provide Company with an exemption certificate acceptable to Company evidencing such claimed exemption with or prior to Licensee's submission of its initial License and thereafter within thirty (30) days of the Licensee's exemption filing made with the appropriate federal or other regulatory agency. Exemption certificates will not be applied retroactively to Charges billed prior to the date the exemption certificate is received by Company and

Company will not refund any payments for taxes and other surcharges made to Company even if Licensee was eligible for an exemption from those taxes or surcharges. Licensee shall indemnify, defend and hold harmless Company against any Liabilities (as defined in Section 9 below) suffered by Company arising out of any exemption claimed by Licensee, including, without limitation, any attachments, fines or penalties.

6.4 Third Party Services. Unless otherwise set forth in a Facility Guide or a License, Licensee is solely responsible for coordination of and payment for all applications, equipment, products and services of whatever nature received by Licensee from a third party ("Third Party Services").

6.5 Extraordinary Charges. Company may invoice and Licensee shall be responsible for paying any fees, costs, charges and expenses reasonably incurred by Company beyond those normally associated with the Facilities that are the direct result of: (a) receipt of inaccurate information from Licensee; (b) reinstallation charges following any suspension of Licensee's use of a Facility for cause by Company; or (c) Licensee's request for Company's on-site assistance with respect to Licensee equipment problems or outages if Company determines that the problem or outage was not a result of Company's System, equipment or facilities.

6.6 Disputed Bills. If Licensee disputes in good faith any portion of an invoice, Licensee shall pay the undisputed portion of the invoice and submit a written claim, including all documentation substantiating Licensee's claim, to Company for the disputed amount of the invoice by the Due Date. The Parties shall negotiate in good faith to resolve any billing dispute. In the event that such dispute cannot be resolved, the Parties agree to comply with the Dispute resolution procedures set forth in Section 12 below.

## 7. DEFAULT AND REMEDIES.

7.1 Event of Default. The following shall constitute

events of default ("Default") under this Agreement:

(a) By Licensee.

(i) Licensee's failure to pay any invoice or other amount due within ten (10) days after Licensee's receipt of notice that a payment is past due (provided, however, that Licensee shall only have the right to cure such late payment one (1) time in any twelve (12) month period); and

(ii) Licensee's breach of any material term of this Agreement or a Policy (other than payment terms) where such breach remains uncured for more than thirty (30) days from the date of Licensee's receipt of notice thereof, provided, however, if such breach is not capable of cure within such thirty (30) day period, if Licensee fails to commence to cure such breach or thereafter diligently pursue completion of such cure; or

(b) By Company. Company's breach of any material term of this Agreement where such breach remains uncured for more than thirty (30) days from the date of Company's receipt of notice thereof provided, however, if such breach is not capable of cure within such thirty (30) day period, if Company fails to commence to cure such breach or thereafter diligently pursue completion of such cure.

7.2 Remedies on Default.

(a) Company's Remedies. Upon any Default by Licensee, Company may, in its sole discretion and without waiving any other rights or remedies available to it, do any or all of the following: (i) suspend or terminate Licensee's use of Facilities (either completely or only with respect to any affected License) and recover reconnection fees and other costs if applicable; (ii) apply or enforce any deposit/payment assurance and/or enforce any security interest provided by Licensee; and/or (iii) pursue any other remedies available at law or in equity not limited by the express terms of this Agreement.

(b) Licensee's Remedies. Upon any Default by Company, unless the Agreement stipulates a remedy

as being the sole remedy available to Licensee for the Default in question, Licensee may terminate the affected Facility without further liability to Company.

## 8. WARRANTIES; LIMITATIONS OF LIABILITY.

8.1 Exclusion of Warranties. THE WARRANTIES EXPRESSLY SET FORTH IN THIS AGREEMENT CONSTITUTE THE ONLY WARRANTIES PROVIDED BY COMPANY WITH RESPECT TO THIS AGREEMENT AND FACILITIES PROVIDED HEREUNDER. TO THE MAXIMUM EXTENT ALLOWED BY LAW, COMPANY EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES, WHETHER WRITTEN OR ORAL, STATUTORY OR CONTRACTUAL, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, THE WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR FOR A PARTICULAR USE AND NON-INFRINGEMENT. NO WARRANTY IS MADE OR PASSED ON WITH RESPECT TO ANY THIRD PARTY SERVICES. Without limiting the generality of the foregoing, and except as expressly otherwise stated in this Agreement, Company does not warrant that the Facilities licensed to Licensee hereunder will be uninterrupted, error-free, or free of latency or delay, that the Facilities will meet Licensee's requirements, or that the Facilities will prevent unauthorized access by third parties. All Facilities are licensed "as is" and "with all faults" unless otherwise specified in writing.

8.2 Limitations of Liability. Notwithstanding any contrary provision herein, Company's total aggregate liability arising out of any License, including, without limitation, any delays in installation, commencement, or restoration of Licensee's use of a Facility, accidents, omissions, outages or interruptions or errors or defects in transmission shall not exceed three months' monthly recurring Charges for the affected Facility under the applicable License from which the liability arises. Without limiting the generality of the foregoing, Company shall have no obligation to provide

alternative routing with respect to any Facility provided pursuant to this Agreement. In no event shall Company be liable in any way to any of Licensee's customers or end users.

8.3 No Consequential Damages. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER OR TO ANY THIRD PARTIES FOR ANY OUTAGES OR INCORRECT OR DEFECTIVE TRANSMISSIONS OR FOR ANY INDIRECT, CONSEQUENTIAL, EXEMPLARY, SPECIAL, INCIDENTAL OR PUNITIVE DAMAGES (INCLUDING, WITHOUT LIMITATION, LOSS OF REVENUES, PROFITS, BUSINESS INTERRUPTIONS OR BUSINESS OPPORTUNITIES OR GOODWILL) RELATING TO OR ARISING FROM LICENSEE'S USE OF FACILITIES UNDER THIS AGREEMENT, OR OTHERWISE RELATING TO THE PERFORMANCE OR NONPERFORMANCE BY EITHER PARTY OF ITS OBLIGATIONS UNDER THIS AGREEMENT, WHETHER OR NOT EITHER PARTY HAD OR SHOULD HAVE HAD ANY KNOWLEDGE, ACTUAL OR CONSTRUCTIVE, THAT SUCH DAMAGES MIGHT BE INCURRED. DAMAGES PAID BY LICENSEE TO ANY THIRD PARTY SHALL BE CONSIDERED INDIRECT DAMAGES FOR THE PURPOSES OF THIS PROVISION. THIS SECTION SHALL SURVIVE FAILURE OF ANY EXCLUSIVE REMEDY AND THE TERMINATION OF THIS AGREEMENT. In no event shall Company be liable for any loss, damage or claim arising out of or related to: (i) stored, transmitted, or recorded data, files, or software or loss thereof; (ii) any act or omission of Licensee, its Representatives, end users or third parties; (iii) interoperability, interaction or interconnection of the Facilities with Third Party Services; or (iv) loss or destruction of any Licensee hardware, software, files or data resulting from any virus or other harmful feature or from any attempt to remove it. Licensee acknowledges that it has been advised to back up all data, files and software prior to the Commencement Date of each Facility and at regular intervals thereafter.

## 9. INDEMNIFICATION.

(a) Subject to the terms, conditions and limitations of this Agreement, Company agrees to defend, hold harmless, and indemnify Licensee, its Affiliates, and their respective employees, directors, officers and agents ("Licensee Indemnitees") from and against all claims, actions, damages, and/or liabilities, together with any and all losses, fines, penalties, costs, and expenses, including, without limitation, fines and penalties imposed by governmental entities (collectively, "Liabilities") suffered by any third party and proximately caused by the negligence or willful misconduct of Company, or of Company's directors, officers, employees, contractors, or agents.

(b) Subject to the terms, conditions and limitations of this Agreement, Licensee agrees to defend, hold harmless, and indemnify Company, its Affiliates, and their respective employees, directors, officers and agents ("Company Indemnitees") from and against all Liabilities suffered by any third party and proximately caused by the negligence or willful misconduct of Licensee, or of Licensee's directors, officers, employees, contractors, or agents.

(c) Notwithstanding the foregoing, a Party's obligation to indemnify the other Party and the other Party's Indemnitees shall be reduced to the extent, and in the proportion, that any such Liabilities have been proximately caused by the negligence or willful misconduct of the other Party or the other Party's Indemnitees.

## 10. INSURANCE.

10.1 General Insurance. During the Term of this Agreement (including the duration of any License in effect after expiration or termination of the Term), both Parties shall, at their own expense, provide and keep in full force and effect the following liability insurance policies (purchased from and maintained with companies rated AX or better by Best's Key Rating Guide), and each Party shall name the other Party as an additional insured on the commercial general liability and automobile liability policies:

(a) Commercial general liability insurance including coverage for (i) premises/operations, (ii) independent contractors, (iii) products/completed

operations, (iv) personal and advertising injury, (v) contractual liability covering the indemnification obligations of this Agreement, and (vi) explosion, collapse, and underground hazards, in each case with combined single limit of at least \$5,000,000.00 each occurrence or its equivalent (which may be met by a combination of primary and excess or umbrella policies);

(b) Worker's compensation insurance in amounts required by applicable laws and employer's liability insurance with a limit of at least \$1,000,000.00 each accident; and

(c) Automobile liability insurance, including coverage for owned/leased, non-owned or hired automobiles with combined single limit of at least \$1,000,000.00 for each accident.

10.2 Insurance Cancellation. All such policies will contain a provision that the insurance carrier will provide at least 30 days' prior written notice of cancellation, except for non-payment of premium, to the other Party, and all such policies will be verified with an insurance certificate furnished promptly after the Effective Date. These insurance obligations will not relieve a Party of any of its obligations under this Agreement.

10.3 Waiver of Subrogation. Except as provided in Sections 3.3(c), 3.5 and 4.3 above, each Party waives all other recovery rights against the other Party and against the other Party's officers, directors, stockholders, partners, joint venturers, employees, agents, customers, invitees, or business visitors, in each case for any loss arising from any cause covered or that could be covered by fire, extended coverage, "all risks," or other insurance required under this Agreement, whether existing now or in the future, irrespective of whether such insurance was required under this Agreement. Each Party will obtain, from the insurance companies providing the coverage required by this Agreement, a waiver of subrogation against the other Party consistent with this subsection.

## 11. CONFIDENTIALITY.

11.1 Pre-Existing Agreement Controls. If the Parties have executed a non-disclosure or confidentiality agreement and such agreement remains in force, the terms of that agreement shall apply. If the Parties have not executed a non-disclosure or confidentiality agreement or such agreement lapses, terminates or expires, each Party agrees to limit use and prevent disclosure of the other Party's Confidential Information (as defined in Section 11.3 below) in accordance with this section.

11.2 Limitations on Disclosure and Use. All Confidential Information disclosed by a Party (the "Disclosing Party") shall be kept by the receiving Party (the "Receiving Party") in strict confidence and shall not be disclosed to any third party or used for any purpose other than as expressly contemplated in this Agreement without the Disclosing Party's prior express written consent which may be withheld in the Disclosing Party's sole discretion. Notwithstanding the foregoing, such information may be disclosed (a) to the Receiving Party's attorneys, auditors, bankers and similar advisors (collectively, "Advisors") and Representatives who have a need to know for the purpose of performing under this Agreement (provided that in all cases the Receiving Party shall take appropriate measures prior to disclosure to its Advisors and Representatives to assure against unauthorized use or disclosure); or (b) as otherwise authorized by this Agreement. The Receiving Party agrees to treat the Disclosing Party's Confidential Information in the same manner as the Receiving Party treats its own proprietary information, but in no case using a degree of care less than a reasonable degree of care.

11.3 Definition. "Confidential Information" means all information regarding the Disclosing Party's business which has been marked or is otherwise communicated as being "proprietary" or "confidential" or which reasonably should be known by the Receiving Party to be proprietary or confidential information under the circumstances. Without limiting the generality of the foregoing, Confidential Information shall include, without limitation, even if not marked, this Agreement, all Licenses, proposals, quotes, rate information,

discount information, subscriber information, network upgrade information and schedules, and network operation information (including without limitation information about outages and planned maintenance).

11.4 Exceptions. Notwithstanding the foregoing, Receiving Party's confidentiality obligations hereunder shall not apply to information disclosed to it by the Disclosing Party that: (a) is already known to the Receiving Party without a pre-existing restriction as to disclosure and use; (b) is or becomes publicly available without the Disclosing Party's fault; (c) is rightfully obtained by the Receiving Party from a third party without restriction as to disclosure and use; (d) is approved for release by the prior written authorization of a duly authorized representative of the Disclosing Party; (e) is developed independently by the Receiving Party without use of or reference to the Disclosing Party's Confidential Information; or (f) is required to be disclosed by law or regulation in which case the Receiving Party shall provide as much advance notice to the Disclosing Party, unless prohibited by law, as is practical under the circumstances to allow the Disclosing Party an opportunity to take appropriate steps to protect the Confidential Information.

11.5 Remedies. Each Party acknowledges that breach of this Section 11 would cause irreparable harm and damage to the other Party. Accordingly, each Party shall be entitled to seek equitable relief to protect its interests pursuant to this Section 11, including, but not limited to, injunctive relief.

11.6 Survival of Confidentiality Obligations. The obligations of confidentiality and limitation of use described in this Section 11 shall survive the expiration and termination of this Agreement for a period of two (2) years (or such longer period as may be required by law in the case of trade secrets).

12. **DISPUTE RESOLUTION**. Except as otherwise provided herein, any dispute, controversy, or claim ("Dispute") arising out of or related to this Agreement shall be resolved in accordance with the procedures set forth in this Section. Upon the written request of either Party, each of the Parties shall



appoint, within five (5) business days after a Party's receipt of such request, a designated representative who has authority to negotiate settlement of the Dispute, and the Parties shall attempt in good faith to negotiate a resolution of the Dispute. If the Parties are unable to resolve issues related to a Dispute within thirty (30) days, either Party may pursue other remedies available at law or equity not limited by the express terms of this Agreement.

### 13. NOTICE.

13.1 Notice Addresses. Unless otherwise provided in this Agreement, and except for payments which shall be sent to the address indicated on Company's invoices, all notices and communications concerning this Agreement shall be in writing and addressed to the other party as follows:

(a) If to Licensee, to Licensee's address indicated on the Cover Page.

(b) If to Company:

Sunesys, LLC  
c/o Crown Castle  
2000 Corporate Drive  
Canonsburg, PA 15317  
Attn: General Counsel – SCN

with a copy to:

Sunesys, LLC  
c/o Crown Castle  
2000 Corporate Drive  
Canonsburg, PA 15317  
Attn: SCN Contracts Management

13.2 Notice and Delivery. Unless otherwise provided herein, notices shall be hand delivered, sent by registered or certified U.S. Mail, postage prepaid, return receipt requested, or by commercial overnight delivery service and shall be deemed served or delivered to the addressee when received or refused at the address for notice specified above (or such other address as a Party might indicate by way of a notice delivered consistent with this Section 13) when hand delivered, two business days after deposit in the U.S. Mail, or on the next business day after being sent by overnight delivery service.

### 14. BUILDING ENTRY RIGHTS; RELOCATION.

14.1 Building Entry Rights. The Party indicated in a License shall be responsible for obtaining, at no cost to the other, rights to allow Company to: (a) enter buildings where the termination points for the fiber portion of the System will be located, (b) bring fiber from the public right of way into those buildings, and (c) use fiber conduits and risers within any such buildings (collectively, "Building Entry Rights"). To the extent that it is necessary to obtain Building Entry Rights, the Parties will assist each other in obtaining the Building Entry Rights and the Party responsible for obtaining such rights will reimburse the assisting Party for any costs which the non-responsible Party reasonably incurs in doing so. Where a License indicates that Company is responsible for obtaining Building Entry Rights, if the Parties elect to execute a License before Company has secured all Building Entry Rights, then any Commencement Date commitment shall be extended as reasonably necessary to reflect any delays in obtaining Building Entry Rights.

### 14.2 Relocation.

(a) If Company is required (i) by any governmental authority under the power of eminent domain or otherwise, (ii) by the grantor or provider of any Required Right, (iii) by any other person having the authority to so require (each a "Relocating Authority"), or (iv) by the occurrence of any Force Majeure Event, to relocate any portion of a System that supports a Facility, Company will have the right to either proceed with such relocation, including the right, in good faith, to reasonably determine the extent and timing of, and methods to be used for, such relocation, or to pay such amounts to the Relocating Authority as are necessary to avoid the need for such relocation. Company will keep Licensee fully informed of determinations made by Company in connection with any such relocation. Company shall endeavor to provide Licensee no less than sixty (60) days' prior written notice of any relocation, and in any event, as much advance notice as is commercially feasible under the circumstances.

(b) For Lit Fiber Facilities, Company shall pay for

the costs of any relocation required by this Section 14.2. For Dark Fiber Facilities, Company, Licensee and any other Company customers using the portion of the System being relocated pursuant to Section 14.2 shall pay their "Pro Rata Share" of the cost of such relocation that is not paid by the Relocating Authority. "**Pro Rata Share**" shall mean a fraction whose numerator is the total number of strands of fiber such person is using in the System portion being relocated, and whose denominator is the total number of strands of fiber included within the System portion being relocated. Notwithstanding the foregoing, if the relocation was the result of the negligent or willful acts or omissions of Licensee or Licensee's Representatives or end users, or at Licensee's request, then Licensee shall be solely responsible for the costs of relocation.

(c) Notwithstanding the foregoing, if a relocation would result in the remaining portion of the System being unable to be restored or relocated to a condition suitable for Licensee's use of the applicable Facility, as determined in Company's reasonable discretion, Company shall have the right, without penalty, to terminate the applicable License.

## 15. SMALL CELL USE RESTRICTION.

Facilities provided to Licensee hereunder shall not be used by Licensee, directly or indirectly, to support any Small Cells. For purposes of this Agreement, "**Small Cells**" means one or more discrete, multi-frequency, scalable small cells that transmit and receive wireless communications signals on one or more licensed bands to improve voice and data service quality, coverage, and/or capacity. Company may suspend or terminate without penalty any or all Facilities immediately and/or terminate this Agreement if Licensee fails to comply with this provision.

## 16. MISCELLANEOUS PROVISIONS.

### 16.1 Force Majeure.

(a) Except for the submission of payment when due, neither Party shall be liable for any failure or delay of performance to the extent that such failure or delay is caused by reason of acts of God, wars,

revolution, civil commotion, acts of public enemy, embargo, restraint or hindrance by any governmental or regulatory authority including, without limitation, unfavorable actions or failures to act of or by such authorities, labor difficulties, including without limitation, strikes, slowdowns, picketing or boycotts (involving third parties unrelated to the Party invoking the terms of this Section), or any other circumstances beyond the reasonable control and not involving any fault or negligence of the Delayed Party (each a "**Force Majeure Event**").

(b) If any such Force Majeure Event occurs, the Party delayed or unable to perform ("**Delayed Party**"), upon giving prompt notice to the other Party, shall be excused from such performance or non-performance, as the case may be, under this Agreement or the impacted License on a day-to-day basis during the continuance of such Force Majeure Event (and the other Party shall likewise be excused from performance of its obligations on a day-to-day basis during the same period); provided, however, that the Party so affected shall use commercially reasonable efforts to avoid or remove such Force Majeure Event, and both Parties shall proceed as quickly as possible under the circumstances with the performance of their obligations under this Agreement or the impacted License whenever such causes are removed or cease.

16.2 Relationship of the Parties. Each Party, in performing their respective obligations hereunder, is acting solely as an independent contractor and not as an agent, employee, partner, or joint venturer of the other Party.

16.3 Interpretation. The singular includes the plural and the plural includes the singular. Except as otherwise provided herein, references to a Section, Attachment or Exhibit mean a Section, Attachment or Exhibit contained in or attached to this Agreement (or to a License), all of which are incorporated herein by reference. The caption headings in this Agreement are for convenience and reference only and do not define, modify or describe the scope or intent of any of the terms of this Agreement. This Agreement will be interpreted and enforced in accordance with its provisions and without the aid of



any custom or rule of law requiring or suggesting construction against the party drafting or causing the drafting of the provisions in question. If any one or more of the provisions of this Agreement or the applicability of any such provision to a specific situation, shall be held invalid or unenforceable by a court of competent jurisdiction, such provision shall be modified to the minimum extent necessary to make it or its application valid and enforceable, and the validity and enforceability of all other provisions of this Agreement and all other applications of any such provision shall not be affected thereby. If any date herein set forth for the performance of any obligations by either Party or for the delivery of any instrument or notice as herein provided should be on a Saturday, Sunday or legal holiday in Pennsylvania, the compliance with such obligations or delivery shall be deemed acceptable on the next business day. These terms shall have the indicated meaning when used in this Agreement: (a) including shall mean including, without limitation, (b) or shall mean and/or (unless indicated otherwise), and (c) discretion means within the applicable Party's sole discretion. Further, any reference to statute, act or code shall mean the statute, act or code as amended.

16.4 Insurance. The provisions of Article 10 (Insurance) shall not be construed as limiting the Indemnifying Party's obligations pursuant to Article 9 (Indemnification) or other provisions of this Agreement.

16.5 No Third-Party Rights. Nothing in this Agreement is intended to provide any legal rights to anyone not an executing party of this Agreement except as provided in Section 2.5 above and under the indemnification provisions.

16.6 Agreement Fully Negotiated. This Agreement has been fully negotiated between and jointly drafted by the Parties.

16.7 Applicable Law. The domestic laws of the Commonwealth of Pennsylvania, without reference to its choice of law principles, shall exclusively govern this Agreement and any and all Licenses, and they shall be construed in accordance with that law. Any suit brought by either Party against the other Party for claims arising out of this Agreement shall

be brought exclusively in the federal or state courts of or closest to Allegheny County, Pennsylvania. The application of the UN Convention on Contracts for the International Sale of Goods is specifically excluded from this Agreement.

16.8 Severability. If any term or provision of this Agreement shall, to any extent, be determined to be invalid or unenforceable by a court or body of competent jurisdiction, then (a) this Agreement shall be deemed amended by modifying such provision to the extent necessary to make it valid and enforceable while preserving its intent, and (b) the remainder of this Agreement shall be valid and enforceable.

16.9 Assignment; Sublicensees.

(a) Neither Party will assign or otherwise transfer this Agreement or any Licenses, or any of such Party's rights, obligations or liabilities under this Agreement or any Licenses, without the other Party's prior written consent, which consent will not be unreasonably withheld, conditioned or delayed. However, either Party may assign this Agreement or any License, and/or any of such Party's rights, obligations, or liabilities under this Agreement or any License, to an Affiliate or to an entity that succeeds to all or substantially all of such Party's business, equity, or assets, by sale or merger (a "Successor"), without the consent of, but on notice to, the other Party. Subject to the foregoing, the provisions of this Agreement and each License will inure to the benefit of, and be binding upon, the Parties' permitted successors and assigns. Any other attempt by either Party to assign or otherwise transfer this Agreement or any License or any rights, obligations, or liabilities under this Agreement or any License will be void. Notwithstanding the foregoing, Company shall have the right to freely delegate or subcontract its obligations and liabilities under this Agreement or any License, either in whole or in part, without notice, to any of its Affiliates.

(b) Licensee agrees to defend, hold harmless, and indemnify the Company and the Company's Indemnitees from and against all Liabilities suffered by any of them proximately caused by the acts or omissions of Licensee's direct or indirect customers, sublicensees, sublessees or other transferees.

16.10 Integration. This Agreement constitutes the entire and final agreement and understanding between the Parties and supersedes all prior and contemporaneous agreements relating to its subject matter.

16.11 Amendment and Waivers. This Agreement may only be amended, modified, or supplemented by an instrument in writing executed by duly authorized representatives of both Parties. The failure of either Party to enforce any of the provisions of this Agreement, or the waiver thereof in any instance, shall not be construed as a general waiver or relinquishment on its part of any such provision, but the same shall nevertheless be and remain in full force and effect. A Party's obligations under this Agreement may only be waived in a writing signed by a duly authorized representative of the waiving Party.

16.12 Counterparts. This Agreement and Licenses may be executed in one or more counterparts, all of which taken together shall constitute one and the same instrument.

16.13 No Intellectual Property Licenses Granted. No license, under patents or otherwise, is granted by Company to Licensee or shall be implied or arise by estoppel in Licensee's favor with respect to any circuit, apparatus, system or method used by Company in connection with any Facility provided under this Agreement except as reasonably necessary for Licensee to use the Facilities as contemplated in this Agreement under then current Licenses.

16.14 Publicity. Neither Party may use the name, logos, trademarks, service marks or other proprietary identifying symbols of the other Party or its Affiliates in any press release, public statement, advertising, signage, marketing materials or other publicity materials in any medium without the other Party's prior review and written consent, not to be unreasonably withheld.

16.15 No Alteration. No Facility Guide or License shall alter or amend the Parties' obligations under Sections 8, 9, or 10 of this Agreement and any provisions inconsistent with the foregoing shall to that extent be void.

16.16 Survival. The provisions of this Agreement which expressly or by their nature should survive termination or expiration of this Agreement shall survive the termination or expiration of this Agreement.

16.17 REIT Status.

(a) Licensee acknowledges that: (i) Company is directly or indirectly owned in whole or in part by an entity ("**REIT Owner**") that qualifies or intends to qualify as a "real estate investment trust" ("**REIT**") under Sections 856 through 860 of the Internal Revenue Code of 1986, as amended (the "**Code**"); and (ii) Company and REIT Owner are therefore subject to operating and other restrictions under the Code.

(b) The Parties intend that this Agreement shall constitute a lease of the Facilities for purposes of Section 856 of the Code, and the Parties shall not take any position on any tax return inconsistent therewith except as required by law.

16.18 Document Hierarchy.

In the event of any conflict or inconsistency among the various documents that make up this Agreement, document precedence will be as follows (from most controlling to least controlling):

- (a) Licenses;
- (b) Amendments;
- (c) the Cover Page;
- (d) the Terms and Conditions; and
- (e) the applicable Facility Guide.

[the remainder of this page intentionally left blank]

## ATTACHMENT 2 LIT FIBER FACILITY GUIDE

This Lit Fiber Facility Guide is an attachment to the Agreement and is subject to and is an integral part of the Agreement. Capitalized terms set forth in this Lit Fiber Facility Guide shall have the same meaning as set forth in the Agreement unless otherwise stated herein.

1. **Acceptance Date.** Upon completion of construction or installation of a route, Company shall notify Licensee that the Lit Fiber has been provisioned and is available for Licensee's use (the "**Lit Fiber Completion Notice**"). If Licensee fails to notify Company of its acceptance or rejection of the Lit Fiber Completion Notice within ten (10) business days after Licensee's receipt of the Lit Fiber Completion Notice, Licensee shall be deemed to have accepted the Lit Fiber. However, if, during the ten day period following receipt of the Lit Fiber Completion Notice, Licensee notifies Company of a material deviation from Telcordia GR-2918 and GR-253, where GR-2918 defines the transport mechanism of the DWDM system delivering the wavelength, and GR-253 defines the payload to be carried by the DWDM system and/or ITU-T Standard G.709, Company shall repair the affected portion of the route to such specification and Company shall provide Licensee another Lit Fiber Completion Notice. The foregoing process shall continue in good faith until Licensee accepts or is deemed to have accepted the Lit Fiber. The date of Licensee's acceptance or deemed acceptance of the Lit Fiber shall be the "**Acceptance Date.**"
  
2. **Third Party Services Requested by Licensee.**
  - (a) Licensee is solely responsible for coordination of all Third Party Services. In such event, Company agrees to promptly provide Licensee with an appropriate letter of agency ("**LOA**") upon request. Licensee shall provide Company with all information reasonably deemed necessary by Company to enable Company to make the necessary cross-connection between the Third Party Service and Company's Lit Fiber or any telecommunications equipment or facilities of Licensee (or of its end users), including, without limitation, circuit facility assignment information and the design layout records ("**DLR(s)**"). Without limiting the foregoing, Licensee will provide Company with a DLR no later than five (5) business days prior to Company's scheduled acceptance test date.
  
  - (b) If any Licensee-ordered Third Party Service is not ready as of the Commencement Date, Licensee shall nonetheless be obligated to pay applicable Charges for Lit Fiber as of the Commencement Date.
  
3. **No Route Diversity or Path Protection.** Unless otherwise expressly provided in a License, the Lit Fiber is neither route diverse nor path protected.
  
4. **Availability Target and Credits.**
  - (a) **Availability Target.** The availability target for Lit Fiber is 99.99% when provisioned as protected and 99.5% when provisioned as unprotected. Lit Fiber is considered unavailable if a port is unable to send or receive traffic. An unavailability event becomes a "**Lit Fiber Outage**" when Licensee opens a trouble ticket with Company's NOC or when Company is notified or becomes aware of the unavailability of the Lit Fiber, whichever first occurs. A Lit Fiber Outage ends when the affected Lit Fiber has been made available and passed all required testing. Lit Fiber Outage notifications must be initiated by contacting Company's NOC by telephone at 1-800-286-6664.

(b) **Outage Credits.** Except as provided in this Subsection and in Section 5 below, Licensee shall be entitled to Lit Fiber Outage credits (“**Lit Fiber Outage Credits**”) based on the cumulative length of the Lit Fiber Outage in a given calendar month as set forth in the tables below, provided Licensee submits a written request to claim a credit allowance within thirty (30) days after the incident:

(i) For Protected Lit Fiber:

Cumulative Length of Lit Fiber Outage (in hrs:mins:secs)	Lit Fiber Outage Credit (as a % of the monthly recurring Charge for the affected Lit Fiber)
00:00:01 – 00:04:22	No Credit
00:04:23 – 00:45:00	5%
00:45:01 – 04:00:00	10%
04:00:01 – 08:00:00	20%
08:00:01 – 12:00:00	30%
12:00:01 – 24:00:00	40%
24:00:01 or greater	50%

(ii) For Unprotected Lit Fiber:

Cumulative Length of Lit Fiber Outage (in hrs:mins:secs)	Lit Fiber Outage Credit (as a % of the monthly recurring Charge for the affected Lit Fiber)
00:00:01 – 03:40:00	No Credit
03:40:01 – 08:00:00	5%
08:00:01 – 12:00:00	10%
12:00:01 – 16:00:00	20%
16:00:01 – 24:00:00	30%
24:00:01 – 36:00:00	40%
36:00:01 or greater	50%

(iii) Lit Fiber Outage Credits shall be calculated by multiplying the applicable percentage by the monthly recurring Charge applicable to the particular Lit Fiber circuit(s) experiencing the Lit Fiber Outage. In the event that the monthly recurring Charge is not broken down to the circuit level, Company shall determine in good faith and on a pro rata basis the portion of the monthly recurring Charge that is applicable to the Lit Fiber circuit experiencing the Lit Fiber Outage.

(iv) Notwithstanding the foregoing or anything to the contrary in this Attachment or the Agreement, where a License indicates that the Lit Fiber is protected and consists of dual paths connecting the same beginning (A-LOC) and end (Z-LOC) points, no Lit Fiber Outage shall be deemed to have occurred and no Lit Fiber Outage Credits shall apply unless both paths are simultaneously unavailable.

## 5. Limitations

- (a) **Events Excluded from Credit.** No Lit Fiber Outage shall be deemed to occur and no Lit Fiber Outage Credits will be available to Licensee for any Lit Fiber Outage arising from or caused by any of the following events: (i) any acts or omissions of any entity other than Company, including, but not limited to, Licensee, Licensee's Representatives, end users, landlords, Third Party Service providers, or any municipalities, public utilities, power companies, incumbent local exchange carriers, cable companies or similar entities that own or control any infrastructure upon or within which any portion of the System is or would be installed; (ii) Licensee's noncompliance with this Agreement, the applicable License or any Policy; (iii) any routine maintenance; (iv) failure of any service, infrastructure or equipment provided by others (including, without limitation, any non-Company equipment or facilities used in connection with the affected Facility); (v) any period in which Company is not given full access to the System (or any portion thereof) or any of its equipment or facilities for the purpose of investigating and correcting an outage; (vi) any period in which Licensee continues to use the Facility on an impaired basis or releases the underlying Company System, equipment or facilities to Company for maintenance or installation purposes; (vii) outages that are not reported to the Company within thirty (30) days of the date the outage commenced; (viii) any Force Majeure Event(s); and (ix) during any suspension of Licensee's use of a Facility as expressly provided in the Agreement.
- (b) **Cap and Exclusivity of Remedies.** Notwithstanding the foregoing, the maximum credit allowance for all Lit Fiber Outages during any calendar month shall not exceed applicable monthly recurring Charges due Company from Licensee for the Lit Fiber circuit experiencing the Lit Fiber Outage during such calendar month. THE OUTAGE CREDITS REMEDY PROVIDED TO LICENSEE SET FORTH ABOVE IS THE SOLE AND EXCLUSIVE REMEDY PROVIDED TO LICENSEE FOR LIT FIBER OUTAGES AND IS IN LIEU OF ALL OTHER REMEDIES FOR LIT FIBER OUTAGES, REGARDLESS OF WHETHER SUCH REMEDY FAILS OF ITS ESSENTIAL PURPOSE.

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**ATTACHMENT 3  
LIT FIBER LICENSE FORM**

LICENSE No. 20 - :

This License is entered into by and between [appropriate Sunesys affiliate name here] (the “**Company**”) and [redacted] (the “**Licensee**”) pursuant to, and is governed by, the Master License Agreement by and between the Parties and/or their Affiliates dated [redacted], 20 [redacted] (the “**Agreement**”), which Agreement contains other terms and conditions that apply to this License. Capitalized terms that are used but not otherwise defined in this License will have the meanings specified in the Agreement.

**1. Facilities.** Company hereby grants Licensee a license to use the following Facilities (check applicable boxes):

Lit Fiber

- SunE™
- SunEP™
- SunWAVE™

**2. Description of Lit Fiber Facilities.** [Insert short description of Facilities being licensed]

A-LOC	Z-LOC
Site Name:	Site Name:
Street Address:	Street Address:
Suite/Floor:	Suite/Floor:
City/St/Zip:	City/St/Zip:
Hand-Off Type:	Hand-Off Type:
Notes:	Notes:
<u>Building Entry Rights:</u>  For this License, the following Party is responsible for Building Entry Rights (see Section 14.1 of the Agreement)(check one box as applicable): <input type="checkbox"/> Licensee <input type="checkbox"/> Company <input type="checkbox"/> Not applicable	<u>Building Entry Rights:</u>  For this License, the following Party is responsible for Building Entry Rights (see Section 14.1 of the Agreement)(check one box as applicable): <input type="checkbox"/> Licensee <input type="checkbox"/> Company <input type="checkbox"/> Not applicable

**(a) Bandwidth Commitment:**

The committed bandwidth is \_\_\_\_\_.

**(b) Protected/Unprotected** [check applicable boxes; if no boxes are checked, Facility is unprotected]:

- Lit Fiber:
- Unprotected
- Protected

3. **Demarcation Point.** The “Demarcation Points” shall be as follows:

- (a) A-LOC:       Fiber Distribution Panel     Other      \_\_\_\_\_
- (b) Z-LOC:       Fiber Distribution Panel     Other      \_\_\_\_\_

The Demarcation Point delineates where responsibility for the Parties’ respective networks, equipment and/or maintenance obligations begin and end.

4. **Preliminary Logical Diagram.**

[If appropriate include as either an insert or an exhibit]

5. **Intrastate Jurisdiction Confirmation (for Lit Fiber Facilities with A/Z in the same state).**

Expected interstate use of the fiber will be ten percent (10%) or less of the total traffic carried across the fiber (check one box as applicable)?

- YES
- NO (if No, Company will collect applicable USF charges)
- N/A (non-transport/interstate/international circuits)

6. **Target Delivery Date.** Company will use commercially reasonable efforts to deliver the Facilities described above for acceptance testing by the date that is   days following the License Effective Date.

7. **Charges.**

- (a) **Non-recurring Charge (NRC).**                      \$
- (b) **Monthly Recurring Charge (MRC).**            \$   (add escalator, if applicable)

(c) **Payment Timing.** Licensee shall begin paying the MRC, and the NRC shall become payable in full, as of the Commencement Date consistent with Section 6.1 of the Agreement, and Company will invoice Licensee accordingly.

(d) **Pass-Throughs.** If and to the extent any tariffs, fees or other amounts charged to Company in connection with fulfilling this License are increased, Company reserves the right to pass such increases through to Licensee. Company will notify Licensee of any such increases and the same shall be added to Licensee’s invoices as of the date such increases are effective.

8. **License Term.**

- (a) **Initial License Term.**   months from the Commencement Date.



(b) **Renewal License Term.** Upon the expiration of the Initial License Term, this License shall automatically renew for additional periods equal in length to the Initial License Term unless written notice of non-renewal is delivered by either Party to the other at least thirty (30) days before the expiration of the Initial License Term or Renewal License Term then in effect for the Facility consistent with Section 2.4 of the Agreement.

9. **Additional Terms.** [if applicable, complete]:

10. **Miscellaneous.** This License, together with the terms and conditions of the Agreement, set forth the complete understanding of the Parties hereto, and supersede all prior and contemporaneous understandings, regarding the subject matter of this License. Any exhibits attached to this License are integral parts hereof and are made a part of this License by reference. This License may only be amended, modified, or supplemented by an instrument in writing executed by duly authorized representatives of both Parties.

11. **Authorized Signatures.** Intending to be legally bound, the authorized representatives of the Parties have signed their names below effective as of the date this License is countersigned by the Company as indicated below (the "**License Effective Date**").

[appropriate Sunesys affiliate name here]

[Redacted]

<p>Authorized Signature _____</p> <p>Printed Name _____</p> <p>Printed Title _____</p> <p>License Effective Date _____</p>	<p>Authorized Signature _____</p> <p>Printed Name _____</p> <p>Printed Title _____</p> <p>Date _____</p>
----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

Template only

Facilities provided in the states below will be provided either by Company or the Affiliate of Company designated below:

Fiber Technologies Networks, L.L.C.  
 Fibernet Direct Florida LLC.  
 Fibernet Direct Texas LLC.  
 Access Fiber Group, Inc.  
 Wilshire Connection, LLC  
 Lightower Fiber Networks II, LLC

-Indiana, Kentucky, Michigan, Ohio, West Virginia, Wisconsin  
 -Florida , Georgia  
 -Louisiana, Oklahoma, Texas  
 -Alabama, Missouri, Tennessee  
 -California  
 -Connecticut, Delaware, District of Columbia, Illinois, Maine, Maryland,  
 Massachusetts, New Hampshire, New Jersey, New York, North Carolina,  
 Pennsylvania, Rhode Island, Vermont, Virginia



**OXNARD SCHOOL DISTRICT  
 LIT FIBER LICENSE FORM**

**LICENSE No. 2018-01:**

This License is entered into by and between Sunesys, LLC (the "**Company**") and Oxnard School District (the "**Licensee**") pursuant to, and is governed by, the Master License Agreement by and between the Parties and/or their Affiliates dated April 18, 2018 (the "**Agreement**"), which Agreement contains other terms and conditions that apply to this License. Capitalized terms that are used but not otherwise defined in this License will have the meanings specified in the Agreement.

1. **Facilities.** Company hereby grants Licensee a license to use the following Facilities (check applicable boxes):

Lit Fiber

- SunE™
- SunEP™
- SunWAVE™

2. **Description of Lit Fiber Facilities.** 1000Mbps SunEP Ethernet connections between the Hub location listed below and each of the remote site locations listed on Exhibit A:

A-LOC	Z-LOC
Site Name: District Office	Site Name: See Exhibit A
Street Address: 1051 South A St	Street Address:
Suite/Floor:	Suite/Floor:
City/St/Zip: Oxnard, CA 93030	City/St/Zip:
Hand-Off Type: 1000Base-T	Hand-Off Type:
Notes: Demarc. is at existing Sunesys network hardware.	Notes:
<u>Building Entry Rights:</u>  For this License, the following Party is responsible for Building Entry Rights (see Section 14.1 of the Agreement)(check one box as applicable): <input checked="" type="checkbox"/> Licensee <input type="checkbox"/> Company <input type="checkbox"/> Not applicable	<u>Building Entry Rights:</u>  For this License, the following Party is responsible for Building Entry Rights (see Section 14.1 of the Agreement)(check one box as applicable): <input checked="" type="checkbox"/> Licensee <input type="checkbox"/> Company <input type="checkbox"/> Not applicable

(a) **Bandwidth Commitment:**

The committed bandwidth is 1000Mbps.

(b) **Protected/Unprotected** [check applicable boxes; if no boxes are checked, Facility is unprotected]:

Lit Fiber:

Unprotected  
 Protected

3. **Demarcation Point.** The “Demarcation Points” shall be as follows:

(a) A-LOC:       Fiber Distribution Panel     Other      Sunesys network hardware

(b) Z-LOC:       Fiber Distribution Panel     Other      Sunesys network hardware

The Demarcation Point delineates where responsibility for the Parties’ respective networks, equipment and/or maintenance obligations begin and end.

4. **Intrastate Jurisdiction Confirmation (for Lit Fiber Facilities with A/Z in the same state).**

Expected interstate use of the fiber will be ten percent (10%) or less of the total traffic carried across the fiber (check one box as applicable)?

YES

NO (if No, Company will collect applicable USF charges)

N/A (non-transport/interstate/international circuits)

5. **Charges.**

(a) **Non-recurring Charge (NRC).**                      N/A

(b) **Monthly Recurring Charge (MRC).**                      Fifteen thousand three hundred dollars  
(\$15,300.00)

(c) **Payment Timing.** Licensee shall begin paying the MRC as of the Commencement Date and Company will invoice Licensee accordingly.

(d) **Commencement Date.** The Commencement Date for purposes of this License shall be July 1, 2018.

(e) **Pass-Throughs.** If and to the extent any tariffs, fees or other amounts charged to Company in connection with fulfilling this License are increased, Company reserves the right to pass such increases through to Licensee. Company will notify Licensee of any such increases

and the same shall be added to Licensee's invoices as of the date such increases are effective.

**6. License Term.**

(a) **Initial License Term.** Thirty-six (36) months from the Commencement Date; to wit, July 1, 2018 through June 30, 2021.

(b) **Renewal License Term.** Upon the expiration of the Initial License Term, this License shall automatically renew for two (2) additional periods of twelve (12) months (each a "Renewal License Term") unless written notice of non-renewal is delivered by either Party to the other at least thirty (30) days before the expiration of the Initial License Term or Renewal License Term then in effect for the Facility consistent with Section 2.4 of the Agreement. In no event shall automatic renewals result in the extension of this License beyond June 30, 2023.

**7. Additional Terms.**

7.1 Effective on the Commencement Date, this License 2018-01 is intended to amend, supersede and replace the following agreements between Company and Licensee:

- Wide Area Network License Agreement, dated as of February 6, 2007
- Addendum No. 2013-01 to Wide Area Network License Agreement, dated as of March 7, 2013

7.2 The Lit Fiber Facilities described in this License have already been deployed by Company and are in-service to Licensee, accordingly there is no need for acceptance testing of the circuits and the Commencement Date shall be as defined in Section 5(d) above, and not in reference to an "Acceptance Date" as provided in the Agreement, in regards to newly deployed Facilities.

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8. **Miscellaneous.** This License, together with the terms and conditions of the Agreement, set forth the complete understanding of the Parties hereto, and supersede all prior and contemporaneous understandings, regarding the subject matter of this License. Any exhibits attached to this License are integral parts hereof and are made a part of this License by reference. This License may only be amended, modified, or supplemented by an instrument in writing executed by duly authorized representatives of both Parties.
9. **Authorized Signatures.** Intending to be legally bound, the authorized representatives of the Parties have signed their names below effective as of the date this License is countersigned by the Company as indicated below (the "**License Effective Date**").

SUNESYS, LLC

  
Authorized Signature

Mark Surott  
Printed Name

VP Fiber Solutions  
Printed Title

4/27/18  
License Effective Date

OXNARD SCHOOL DISTRICT

  
Authorized Signature

Janet Penanhoat  
Printed Name

Asst. Supt., Business & Fiscal Services  
Printed Title

4/3/2018  
Date

Facilities provided in the states below will be provided either by Company or the Affiliate of Company designated below:

Fiber Technologies Networks, L.L.C.  
Fibernet Direct Florida LLC.  
Fibernet Direct Texas LLC.  
Access Fiber Group, Inc.  
Wilshire Connection, LLC  
Lightower Fiber Networks II, LLC

-Indiana, Kentucky, Michigan, Ohio, West Virginia, Wisconsin  
-Florida, Georgia  
-Louisiana, Oklahoma, Texas  
-Alabama, Missouri, Tennessee  
-California  
-Connecticut, Delaware, District of Columbia, Illinois, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Vermont, Virginia

**EXHIBIT A  
 Remote Site List**

1000Mbps SunEP connection between the Hub location and each of the remote site locations listed below

**HUB  
 District Office  
 1051 South A St.  
 Oxnard, CA 93030**

**Remote Site Locations**

<b>B-LOC</b>	<b>C-LOC</b>
Site Name: Brekke Elementary	Site Name: Cesar E Chavez Elementary
Street Address: 1400 Martin Luther King Dr	Street Address: 301 North Marquita St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93030	City/State/Zip: Oxnard, CA 93030
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>D-LOC</b>	<b>E-LOC</b>
Site Name: Bernice Curren Elementary	Site Name: Driffill Elementary
Street Address: 1101 North F St	Street Address: 910 South East St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93030	City/State/Zip: Oxnard, CA 93030
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>F-LOC</b>	<b>G-LOC</b>
Site Name: Frank Intermediate	Site Name: Elm St Elementary
Street Address: 701 N Juanita Ave	Street Address: 450 East Elm St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93030	City/State/Zip: Oxnard, CA 93033
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>H-LOC</b>	<b>I-LOC</b>
Site Name: John Charles Fremont Intermediate	Site Name: Norma Harrington Elementary
Street Address: 1130 North M St	Street Address: 451 East Olive St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93030	City/State/Zip: Oxnard, CA 93033
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>J-LOC</b>	<b>K-LOC</b>
Site Name: Haydock Intermediate	Site Name: Kamala Elementary
Street Address: 647 West Hill St	Street Address: 634 West Kamala St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93033	City/State/Zip: Oxnard, CA 93033
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>L-LOC</b>	<b>M-LOC</b>
Site Name: Lemonwood Elementary	Site Name: Marina West Elementary
Street Address: 2200 Carnegie St	Street Address: 2501 Carob St
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93033	City/State/Zip: Oxnard, CA 93035
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>N-LOC</b>	<b>O-LOC</b>
Site Name: Thurgood Marshall Elementary	Site Name: Christa McAuliffe Elementary
Street Address: 2900 Thurgood Marshall Dr	Street Address: 3300 West Via Marina Ave
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93036	City/State/Zip: Oxnard, CA 93035
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>P-LOC</b>	<b>Q-LOC</b>
Site Name: Dennis McKinna Elementary	Site Name: Ramona Elementary
Street Address: 1611 South J St	Street Address: 804 Cooper Road
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93033	City/State/Zip: Oxnard, CA 93030
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>R-LOC</b>	<b>S-LOC</b>
Site Name: Emillie Ritchen Elementary	Site Name: Rose Avenue Elementary
Street Address: 2200 Cabrillo Way	Street Address: 220 S. Driskill
Suite/Floor:	Suite/Floor:
City/State/Zip: Oxnard, CA 93030	City/State/Zip: Oxnard, CA 93030
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.	Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.

<b>T-LOC</b>
Site Name: Sierra Linda Elementary
Street Address: 2201 Jasmine Ave
Suite/Floor:
City/State/Zip: Oxnard, CA 93036
Hand-Off Type: 1000Base-T. Demarc is at existing Sunesys network hardware.



## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Enrichment Agreement

### **Approval of Agreement #20-129 – Purpose Driven Investments LLC (DeGenna/Elizarraraz)**

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Former NFL player and motivational speaker, Shamiel Gary, will meet virtually with Driffill School students to celebrate and motivate positive student attendance and engagement through distance learning. Mr. Gary's role will be to celebrate student successes, and to provide affirmation, motivation, and mentoring to struggling students toward improved engagement and academic performance.

**Term of the Agreement:** February 18, 2021 through June 30, 2021

#### **FISCAL IMPACT:**

\$1,000.00 – Supplemental Concentration Funds

#### **RECOMMENDATION:**

It is the recommendation of the Principal, Driffill School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #20-129 with Purpose Driven Investments LLC.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Agreement #20-129, Purpose Driven Investments LLC \(2 Pages\)](#)  
[Proposal \(1 Page\)](#)



## OSD AGREEMENT #20-129

### ***SPEAKING AGREEMENT AND INVOICE***

This Speaking Agreement will assist you in planning, and will provide you with the information needed to schedule your speaker's time with you.

**Please note— This signed agreement plus a 50% deposit is required before the event can be confirmed. Please return this agreement to us at the following address or via email at [Info@ShamielGary.com](mailto:Info@ShamielGary.com):**

*This document may be used as a contract AND an invoice*

**Purpose Driven Investments LLC 4336 S elm St Broken Arrow, OK 74011**

#### **Speaker Contact**

General Manager: Kendra Boydston

Phone: 918-706-7286

#### **Event Information:**

Event Date: February to April

Event Name: Virtual Speaking Engagement

Location: Driffill School

Host: Katie Mthukaruppan

#### **Program Details:**

Virtual speaking engagement with K-8th. Will do one speech for all groups in 4 sessions. Shamiel will do 2 follow up speeches in March and April with the intervention group to help them grow in Goal setting, commitment, setbacks, and successes. Each session will be 30 minutes each with a 5-10 minute window to do Q&A.

#### **Finances:**

Participant's Fee

Speaking Honorarium - \$1,000 (**Please make checks payable to Purpose Driven Investments LLC**)

#### **DEPOSIT:**

A 50% deposit of 1,000 is due upon contract acceptance; **balance in full is due at or before event.**

Payments received (5) days after the due date will be considered past due. Past due amounts will incur a 1% late fee for each 30 day period they are past due.

*NOTE: This document may be used as a contract AND an invoice*

**Rights Reserved:**

Audio or video taping of the Speaker's program is allowed only when the Speaker has granted written permission and the Speaker is guaranteed a first generation copy for his files.

**Cancellation & Refund Policy:**

To receive a full refund of your deposit, written cancellation must be received within 45 days of the event. A cancellation fee of 50% of contract value plus all travel expenses incurred will be charged for cancellations made less than 45 days of the event date.

In the event of sickness of or accident to your speaker, or if an event is rendered impossible due to an emergency beyond control of speaker or host, it is understood and agreed that there shall be no claim for damages by either party. In the event of such non performance for any of the reasons listed above, fees will be waived.

**Accepted and Agreed:**

_____	Lisa A. Franz, Director, Purchasing	_____
Host Signature	Printed	Date

_____	_____
Purpose Driven Investments LLC	Date of Confirmation

## PBIS Guest Speaker Proposal

The PBIS team would like to hire retired NFL player and motivational speaker, Shamiel Gary, to meet with students who meet our school-wide goals to improve attendance and engagement through distance learning (SPSA Goal 2, Strategies 3, 5, 6). Mr. Gary’s role will be 1) to celebrate student successes and 2) to provide affirmation, motivation, and mentoring to struggling students toward improved engagement and academic performance.

To celebrate successes, Mr. Gary will be featured as a surprise guest at the bimonthly reward celebration for qualifying students. Students will qualify to participate in the celebration by meeting bimonthly attendance and engagement targets.

To support PBIS intervention efforts, Mr. Gary’s will be 1) to create an affirming, caring and positive relationship with students through sharing personal stories of struggle and success, 2) to challenge students to set and attain small goals towards improved engagement and 3) to celebrate anticipated student improvement. Two intervention follow-up sessions with Mr. Gary and the Driffill PBIS team will serve to reinforce positive sense of self and positive connection to school and to monitor progress toward engagement goals. Students identified to participate in the intervention program are those who attend all or most Zoom classes but do not engage by regularly submitting assignments. All intervention sessions will integrate effective and evidence-based practices for improving student outcomes. Students participating in this intervention initiative will also be invited to participate in personalized, layered family support through home visits, phone calls, and parent workshops led by our admin team and ORC. Teachers of students included in the intervention group will also be supported by admin to host small group check-ins with those students to review successes and next steps toward reaching engagement goals.

Mr. Gary’s proposed participation is summarized in the table below.

<b>Proposed Date</b>	<b>Time Frame</b>	<b>Talking Points</b>	<b>Sessions (45 minutes each)</b>
Late Feb / Early March	Wednesday, 9 AM – 12 PM	Growth mindset, positive mental attitude, resilience, belief in oneself, Q&A	Session 1: Grades K, 1, 2 Session 2: Grades 3, 4, 5 Session 3: Grades 6, 7, 8
Late Feb / Early March	Wednesday, 12 – 1 PM	Stories of struggle and success and a challenge to action	Intervention Session 1
March – April	Wednesday, late-morning	Goal setting, progress toward goals & commitment	Intervention Follow-up Session 1
April-May	Wednesday, late-morning	Setbacks and Successes, with Q&A	Intervention Follow-up Session 2

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Support Services Agreement

### **Ratification of Amendment #1 to Agreement #19-193 with Ventura County Office of Education (DeGenna/Ridge)**

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At the Board meeting of February 19, 2020, the Board of Trustees approved Agreement #19-193 with Ventura County Office of Education (VCOE) for the project: Incorporating Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Behavioral Health Services in Schools. The Oxnard School District (OSD) will receive \$161,340.00 annually for 3 years, for services rendered as outlined in the MOU/Agreement, effective July 1, 2019 to June 30, 2022.

Amendment #1 reflects an increase in funding for Year 2 (2020-2021), in the amount of \$52,620.00, for a revised total amount of \$213,960.00 for Year 2 ONLY. The increase is due to additional funding provided to VCOE by Ventura County Behavioral Health (VCBH). The activities and model outlined in the MOU have not changed, and OSD will still receive \$161,340.00 for services rendered as outlined in the MOU for Year 3 (2021-2022).

Additionally, the Oxnard School District will now invoice VCOE for work performed; twice a year on January 30th (invoice for 50%), and June 10th (invoice for final payment), instead of February and June as previously stated in the MOU.

#### **FISCAL IMPACT:**

District will receive \$213,960.00 for Year 2 for services rendered as outlined in this MOU.

#### **RECOMMENDATION:**

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #19-193 with Ventura County Office of Education.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Amendment #1 \(1 Page\)](#)

[Agreement-MOU #19-193, Ventura County Office of Education \(7 Pages\)](#)

**Amendment #1 to Agreement #19-193 with  
Ventura County Office of Education  
February 17, 2021**

At the Board meeting of February 19, 2020, the Board of Trustees approved Agreement #19-193 with Ventura County Office of Education (VCOE) for the project: Incorporating Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Behavioral Health Services in Schools. The Oxnard School District (OSD) will receive \$161,340.00 annually for 3 years, for services rendered as outlined in the MOU/Agreement, effective July 1, 2019 to June 30, 2022.

Amendment #1 reflects an increase in funding for Year 2 (2020-2021), in the amount of \$52,620.00, for a revised total amount of \$213,960.00 for **Year 2 only**. The increase is due to additional funding provided to VCOE by Ventura County Behavioral Health (VCBH). The activities and model outlined in the MOU have not changed, and OSD will still receive \$161,340.00 for services rendered as outlined in the MOU for Year 3 (2021-2022).

Additionally, the Oxnard School District will now invoice VCOE for work performed; twice a year on January 30<sup>th</sup> (invoice for 50%), and June 10<sup>th</sup> (invoice for final payment), instead of February and June as previously stated in the MOU.

**VENTURA COUNTY OFFICE OF EDUCATION (VCOE):**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Lisa Cline, VCOE Exec. Director Internal Business Services

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Antonio Castro, VCOE Associate Superintendent

**OXNARD SCHOOL DISTRICT:**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Lisa A. Franz, Director, Purchasing

**COPY**

**MEMORANDUM OF UNDERSTANDING #19-193 BETWEEN VENTURA COUNTY  
OFFICE OF EDUCATION AND OXNARD SCHOOL DISTRICT**

This Memorandum of Understanding (Agreement) is made and entered into by and between **Ventura County Office of Education (hereinafter referred to as VCOE) and Oxnard School District (hereinafter referred to as District)**

**PROJECT TITLE:** Incorporating Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Behavioral Health Services in Schools.

Agreement term: This contract will be in effect from July 1, 2019 to June 30, 2022, subject to all the terms and conditions set forth herein.

VCOE agrees to provide District training, coaching, and the coordination of integrated services between District, Ventura County Behavioral Health, and community-based agencies. VCOE will provide District ongoing technical assistance for project implementation. This shall include collaborative meetings, instruction on coordinated use of integrated student information system, evaluation and data collection, data analysis, and quarterly program monitoring.

District agrees to fund personnel to perform the duties of a District Behavioral Health Services Project Coordinator(s) for the implementation of the behavioral health services project at their school(s) as part of a Ventura County Office of Education (VCOE) Behavioral Health Services Partnership.

The District Behavioral Health Services Project Coordinator, or a designated alternate, will attend all quarterly Partnership meetings and will disseminate provided information to all participating District staff. In the event of a missed meeting, the Behavioral Health Services Project Coordinator will contact the VCOE Behavioral Health Services Coordinator to schedule time to discuss project progress and to coordinate participation in an alternative professional learning opportunity.

The District Behavioral Health Services Project Coordinator will ensure the District fulfills the following activities:

**Activity 1. Perform early identification, access, and linkage to behavioral health services of vulnerable and high-risk behavioral health populations.** District has identified students designated as Latino, African American, Homeless, Foster Youth, LGBTQ, Low socio-economic status, Chronically Absent and Expelled Youth as their vulnerable and high-risk population. Target location for project services will be all school sites. Early identification will be done through Panorama SEL/MTSS to screen students and identify students with risk factors. Identified students will then be referred to the school counselors for further screening and consideration of support services. Counselors will use the Pathways to Care Model to link students and families to services. The school counselor will also screen identified students using the Columbia-Suicide Severity Rating Scale (C-SSRS) for linkage to behavioral health service and/or crisis intervention services. District will use Pulse Data and Panorama SEL/MTSS to monitor and evaluate the efficacy of the program as measured by the number of families engaged into behavioral health services. Access and linkage of services will be done through dissemination of behavioral health referral resources and direct one-to-one calls to

coordinate behavioral health services. Follow-up on referrals will be done by referring staff to confirm linkage to services.

**Activity 2. Provide education and training for students and school personnel (teachers, counselors, specialists, administrators, and classified support staff) to increase behavioral health awareness and to reduce stigma and discrimination for those with behavioral illness or seeking behavioral health services.** District Behavioral Health Services Project Coordinator will oversee training and education in the areas of behavioral health resources, the referral process, Pathways to Care Model, suicide awareness and prevention/ SafeTALK and suicideTALK, and cultural competency, stigma reduction and equity. All behavioral health trainings must address access and linkage to behavioral health services and information on how to recognize the early signs of potentially severe and disabling behavioral illness, including suicide. District will provide at least four (4) educational outreach activities to parents/families on mental illness and suicide prevention. Evaluations will be completed and submitted to VCOE.

**Activity 3. Provide early intervention services through direct service or timely access to linkage of services.** District has selected targeted prevention and early intervention services to include school-based individual and group counseling services, as well as referral and linkage to community agency behavior health services. School counselors will connect the student/ family to the proper level of care using the Pathways to Care model. District may also use a contractor for intervention and referral assistance and Peer Parent Support. School Counselors will use the Columbia-Suicide Severity Rating Scale (C-SSRS) to identify students in need of early behavioral health services or intensive crisis services.

**Activity 4. Provide multi-generational family engagement and trainings that focus around behavioral health awareness and reducing stigma and discrimination for those with behavioral illness or seeking behavioral health services.** District will utilize a multi-pronged approach to engage the Latino community, including the following programs:

- Logrando Bienestar – VCBH program to increase access and linkage to Latino families and to increase the number of Latino families receiving behavioral health services.
- Padres Puentes – District-based promotora model program to provide parent/peer partners with lived experience to access families who have been resistant to other forms of engagement into behavioral health services.
- Curando el Alma – VCBH program that uses indigenous healing practices to promote community wellness and healing within the indigenous community.

**Activity 5. Participate in quarterly data collection and progress monitoring and reporting.** The District Behavioral Health Services Project Coordinator will identify and train participating staff in the collection and entry of select data. The District Behavioral Health Services Project Coordinator will submit selected data to VCOE Behavioral Health Services Coordinator and participate in progress monitoring. VCOE Behavioral Health Service Coordinator will consult with District Coordinator to identify tracking mechanism for data collection and reporting on progress towards completion of activities. Exhibit I. Logic Model will serve as a guide for implementation and data collection.

**Submission of data is due:**

- February 20<sup>th</sup>
- April 30<sup>th</sup>
- June 10<sup>th</sup>

**The following data to be collected and submitted includes:**

- Number of staff trained
- Number of students trained
- Number of parents trained
- Number of students screened using Panorama SEL/MTSS
- Number of students screened by counselors using C-SSRS
- Number of students/families referred to outside services
- Number of students/families linked to and engaged in outside services
- School attendance rates
- Suspension and expulsion rates
- Number of discipline/diversion referrals
- Pre and Post course evaluations, as applicable
- Successes and challenges- qualitative data
- Sustainability of project and/or measures towards sustainability- qualitative data

**Addenda**

VCOE or District may require changes in the scope of services required herein based on progress monitoring and determination of need. Such changes, which are mutually agreed upon by and between District and VCOE and will be effective when incorporated in written amendments to the Agreement.

**Fiscal Requirement:**

District will receive \$161,340.00 annually for services rendered as outlined in this MOU.

District will invoice VCOE for work performed twice a year in February and June.

Payments are distributed and due as follows:

1. February 20<sup>th</sup> - District will invoice for fifty percent (50%) of monies after satisfactorily addressing project stipulations and submitting them for approval to VCOE Behavioral Health Services Coordinator.
2. June 10<sup>th</sup> - District will invoice for final payment of monies after satisfactorily addressing project stipulations and submitting them for approval to VCOE Behavioral Health Services Coordinator.



Payment of invoice will be made after work is verified and approved by VCOE Behavioral Health Services Coordinator. District must submit data and participate in Partnership meetings, as outlined within the MOU to receive payment. Invoices submitted after June 30, 2022 will not be paid.

District may individually contract or create agreements with outside agencies or community-based organizations to provide part of the entirety of the project to complete their activities. District is responsible for project implementation, data collection, and outcome measures.

**Termination**

Both parties may terminate this Agreement at any time for any reason by providing 30 days written notice to either party. In the event of termination under this paragraph, District will be paid for all work provided to the date of termination, as long as such work meets the terms and conditions of this contract.

**Default**

If District defaults in the performance of any term or condition of this contract, District must remedy that default by a satisfactory performance within 10 days after upon District written notice of the defaults. If the District fails to remedy the default with that time, then VCOE may terminate this contract without further notice.

My signature below certifies that I understand the terms and conditions of this agreement and will fully participate in the implementation of the project: Incorporating Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Behavioral Health Services in Schools.

Lisa A. Franz, Director, Purchasing  
Authorized District Representative

Lisa A. Franz      2-21-2020  
Signature                      Date

Lisa Cline,  
VCOE Exec. Director Internal Business Services

Lisa Cline      3-5-2020  
Signature                      Date

Dr. Antonio Castro,  
VCOE Associate Superintendent

[Signature]      3/11/2020  
Signature                      Date

010-5800-9040-0-8600-2100-600-240-0000-0

1-17-20

\$161,340.00 ENCUMBERED  
0306 2020-01

Project Implementation by Activity

ACTIVITIES	ACTIONS	Target # of participants	Measurement tool	Outcome Measures	Person Responsible
<p><b>Activity One:</b> Early Identification, access, and linkage: Early identification will be done through Panorama SEL/MTSS to screen and identify students with risk factor in grades 3-8. Identified students referred to the school counselor for further screening. Counselors to use the Pathways to Care Model to link students/families to services.</p>	<ul style="list-style-type: none"> <li>• Students screened using Panorama</li> <li>• Students identified with risk factors</li> <li>• Students referred to school counselor</li> </ul>	<ul style="list-style-type: none"> <li>• 10,649</li> <li>• 1,000</li> <li>• 1,000</li> </ul>	<ul style="list-style-type: none"> <li>• Student Information System (SIS)</li> <li>• District Pulse</li> <li>• Panorama SEL/MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Number students screened using Panorama SEL/MTSS</li> <li>• Number students identified with risk factors</li> <li>• Number students referred to school counselor for further screening</li> <li>• Number students screened using C-SSRS</li> <li>• Number students/families referred to community-based intervention services.</li> <li>• Number of students/families linked to community-based intervention services</li> <li>• Suspension and expulsion rates</li> <li>• Number discipline/diversion referrals</li> <li>• Attendance rates</li> <li>• Demographic data</li> <li>• Count of students/families engaged into MH services</li> </ul>	<p>Chris Ridge,                      Director of Pupil Services</p>

ACTIVITIES	ACTIONS	Target # of participants	Measurement tool	Outcome Measures	Person Responsible
<p><b>Activity Two:</b> Education and training for students, staff and parents to increase mental health awareness and to reduce stigma and discrimination for those with mental illness or seeking mental health services. Education and training for students, staff and parents to increase awareness and provide increased support related to suicide prevention.</p>	<p><b><u>Trainings:</u></b></p> <ul style="list-style-type: none"> <li>• Mental health resources and referral process</li> <li>• Mental Health First Aid</li> <li>• Suicide awareness and prevention (Safe TALK and Suicide TALK)</li> <li>• Equity in vulnerable populations</li> </ul>	<ul style="list-style-type: none"> <li>• 200 parents</li> <li>• 50 staff members</li> <li>• 20 students</li> </ul>	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Pre and Post training evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Description and dates of training</li> <li>• Number of staff trained</li> <li>• Number of students trained</li> <li>• Number of parents trained</li> </ul>	<p>Chris Ridge, Director of Pupil Services</p>
<p><b>Activity Three:</b> Early intervention services will include school-based individual or group-based counseling, screening, referral and linkage to community services. Counselors will use Pathways to Care model to connect student/ family to care. The school counselor will screen identified students using the Columbia-Suicide Severity Rating Scale (C-SSRS).</p>	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Group counseling</li> <li>• Community agency or contractor for intervention and referral</li> <li>• Students screened using the Columbia-Suicide Severity Rating Scale (C-SSRS)</li> <li>• Students referred to community or mental health services through the Pathways to Care Model</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Counseling -200 students</li> <li>• Group Counseling-400 students</li> <li>• Agency Referrals-200 students</li> <li>• C-SSRS screenings - 75</li> </ul>	<ul style="list-style-type: none"> <li>• SIS</li> <li>• District Pulse</li> <li>• C-SSRS</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students received individual counseling</li> <li>• Number of students received group counseling</li> <li>• Number of students screened for suicide</li> <li>• Number of students screened for threat assessment</li> <li>• Number of calls to VCBH Crisis Team</li> <li>• Number of agency referrals</li> <li>• Count of students/families engaged into MH services</li> </ul>	<p>Chris Ridge, Director of Pupil Services</p>

ACTIVITIES	ACTIONS	Target # of participants	Measurement tool	Outcome Measures	Person Responsible
<p><b>Activity Four:</b> Intensive engagement strategies for Latino and Indigenous community. Outreach, Parent/Peer Partner engagement activities. Culturally sensitive practices for wellness and self-care.</p>	<ul style="list-style-type: none"> <li>• Provide support for “linkage” and engagement for families who are resistant or ambivalent to care via VCBH Logrando Bienestar</li> <li>• Provide Peer Parent Support program (with parents who have lived experience) to engage and continue engagement within the wellness process via a District-based Promotora model called “Padres Puentes”.</li> <li>• Provide culturally informed program using longstanding healing practices within the indigenous community via VCBH Curando el Alma</li> </ul>	<ul style="list-style-type: none"> <li>• Logrando Bienestar-250 families</li> <li>• Promotoras-50</li> <li>• Curando el Alma-50</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post Training Evaluations as agreed upon by VCOE and District</li> <li>• Demographics of families served</li> <li>• Agency referral form</li> </ul>	<ul style="list-style-type: none"> <li>• Description and dates of training/outreach</li> <li>• Number of families served by each program</li> <li>• Number of agency referrals</li> <li>• Count of students/families engaged into MH services</li> </ul>	<p>Chris Ridge, Director of Pupil Services</p>
<p><b>Activity Five:</b> Participate in quarterly data collection and progress monitoring and reporting</p>	<p>Submit data by requested timeline</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Data provided as outlined in MOU</li> </ul>	<ul style="list-style-type: none"> <li>• Submitted outcome measures</li> </ul>	

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Special Education Agreement

### **Ratification of Agreement #20-126 - Ventura County Office of Education, Paraeducator Services, SCP (DeGenna/Edwards)**

---

It is recommended that the Board of Trustees ratify the service agreements with Ventura County Office of Education (VCOE) for the 2020-2021 school year, to provide exceptional services to special education students that consist of support from Special Circumstances Paraeducators (SCPs), including Extended School Year.

Students: EG061410 - \$29,624.79

RR103108 - \$24,107.79

#### **FISCAL IMPACT:**

\$53,732.58 – Special Education Funds

#### **RECOMMENDATION:**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-126 with VCOE for Paraeducator services in the amount not to exceed \$53,732.58.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Agreement #20-126, Ventura County Office of Education \(2 Pages\)](#)



# AGREEMENT

## For Paraeducator Performing Special Circumstance Services

This Agreement, effective **January 18, 2021** 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 1944 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 **1/18/2021 (IEP date~1/12/2021)** 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>2020-2021</u> 1/18/2021-6/11/2021 (ESY: 6/14/2021-6/30/2021)	UPCOMING: <u>2021-2022</u> (ESY: 7/1/2021-7/9/2021) 8/25/2021-1/12/2022
<b>ESTIMATED COSTS</b>	\$ <u>29,624.79</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 \$ 29,624.79

Please submit **two** original copies Oxnard School District-Purchasing Department



# AGREEMENT

## For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **January 22, 2021** 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 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 1/22/2021 (IEP date~1/20/2021), 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)

PREVIOUS: 2020-2021  
1/22/2021-6/17/2021  
(ESY: 6/21/2021-6/30/2021)

UPCOMING: 2021-2022  
(ESY: 7/1/2021-7/16/2021)  
8/18/2021-1/20/2021

**ESTIMATED COSTS:**

\$ 24,107.79

+

\$ TBD

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 \$ 24,107.79



## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Special Education Agreement

### **Ratification of Agreement #20-127 with University of California, San Diego School of Medicine (DeGenna/Edwards)**

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Dr. Howard Tara of the University of California, San Diego School of Medicine, will provide Occupational Therapy Prescription Forms to the OSD Special Education Services Department as requested.

**Term of Agreement:** July 1, 2020 through June 30, 2021

#### **FISCAL IMPACT:**

\$5,000.00 (\$280.00 per hour) – Special Education Funds

#### **RECOMMENDATION:**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-127 with University of California, San Diego School of Medicine.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Agreement-MOU #20-127, University of California, San Diego School of Medicine \(1 Page\)](#)  
[Email with Service Rates \(1 Page\)](#)



**AGREEMENT/MEMORANDUM OF UNDERSTANDING #20-127 BETWEEN  
UNIVERSITY OF CALIFORNIA, SAN DIEGO SCHOOL OF MEDICINE AND OXNARD  
SCHOOL DISTRICT**

The scope of this document is to define the roles and responsibilities of University of California, San Diego School of Medicine and the Oxnard School District (OSD). The purpose is to provide a Occupational Therapy Prescription Forms to the OSD Special Education Services Department.

This serves as a Memorandum of Understanding and Responsibility Agreement that University of California, San Diego School of Medicine and OSD Special Education Services Department will work together for Special Education students in OSD. Each agency, according to its defined role, agrees to participate in coordinating, providing and financing the following services for the purpose of this agreement.

1. **University of California, San Diego School of Medicine agrees to:**
  - a. Provide Occupational Therapy Prescription Forms to the OSD Special Education Services Department as requested.
  
2. **Oxnard School District agrees to:**
  - a. Forward requests for Occupational Therapy Prescription Forms to University of California, San Diego School of Medicine.
  - b. Pay an hourly rate of \$280.00, not to exceed \$5,000.00 during the term of the agreement.

The Oxnard School District shall monitor this Agreement to oversee implementation. This Memorandum of Understanding and Responsibility Agreement shall be effective from July 1, 2020 through June 30, 2021.

**OXNARD SCHOOL DISTRICT:**

\_\_\_\_\_  
*Lisa A. Franz, Director, Purchasing*

\_\_\_\_\_  
*Date*

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
SCHOOL OF MEDICINE:**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Typed Name/Title*

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**From:** Orpilla, Shirley <[sorpilla@health.ucsd.edu](mailto:sorpilla@health.ucsd.edu)>  
**Sent:** Monday, September 7, 2020 8:01 AM  
**To:** Garibay, Christy <[cgaribay@oxnardsd.org](mailto:cgaribay@oxnardsd.org)>  
**Subject:** [EXTERNAL]RE: Contract for Occupational Therapy Prescription Form

Christy,

Dr. Taras' hourly rate is \$280. Attached is the W9. We do not provide the certificate of liability until the agreement is executed. Please let me know if you would like to proceed and provide the full name of the school district.

Thanks,

**Shirley Orpilla** | Department of Pediatrics  
UC San Diego Health Sciences | 9500 Gilman Drive #0831 | La Jolla, CA 92093-0831  
T: 858-246-0002 | F: 858-246-1981 | [www.pediatrics.ucsd.edu](http://www.pediatrics.ucsd.edu) | [sorpilla@ucsd.edu](mailto:sorpilla@ucsd.edu)

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## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Enrichment Agreement

### **Ratification of Agreement #20-128 – Jo Boaler (DeGenna/Prater)**

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Jo Boaler, Professor of Mathematics at Stanford University, virtually presented information to parents about the importance of a growth mindset for math and tips for supporting their children in learning math on February 4, 2021.

This professional development aligns with our most recent LCAP (2019-20), the COVID-19 Learning Continuity Attendance Plan, and the OSD Goals for Mathematics Instruction.

#### **FISCAL IMPACT:**

Not to exceed \$7,500.00 – Low Performing Student Block Grant

#### **RECOMMENDATION:**

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-128 with Jo Boaler.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Agreement #20-128, Jo Boaler \(1 Page\)](#)  
[Proposal \(1 Page\)](#)

DR JO BOALER  
PROFESSOR MATHEMATICS EDUCATION

Phone: (650) 723-4076  
Fax: (650) 725 7412  
Email: joboaler@stanford.edu

**Proposal for Professional Learning Plan with Oxnard School District**

**Services:**

Preparation and presentation for One 90-minute virtual Math Parent Night session on February 4<sup>th</sup> 2021 from 6:00-7:30 PM

**Compensation:**

Individual consultant shall receive as compensation for all work and services to be performed herein, a fee of \$5,000 per hour for a total of \$7,500

All checks payable to Joanne Boaler.



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Jo Boaler  
Nominelli-Olivier Professor at Stanford  
Please mail checks to:  
851 Sonoma Terrace, Stanford, CA  
94305

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Lisa A. Franz, Director, Purchasing  
Oxnard School District

To: Jo Boaler, Stanford University  
From: Julie Prater, Manager of Mathematics, Oxnard School District  
Regarding: Professional Development 2020-2021 School Year.  
Date: January 14, 2021

WHO: Jo Boaler to provide virtual Math Parent Night for Oxnard School District Parents.

Purpose:

1. Provide OSD parents with information about the importance of a Growth Mindset for Mathematics.
2. Provide OSD Parents with strategies for supporting their children in learning math.

Jo Boaler	1 90-minute session	February 4, 2021	6:00 - 7:30 PM
\$7500 (Total)			

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Victor Torres

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section C: Personnel Agreement

### **Ratification of Agreement #20-130 – Brandman University (Torres/Batista)**

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Brandman University will partnership with OSD for the purpose of providing suitable school counseling practicum experience for students.

**Term of Agreement:** January 11, 2021 through January 10, 2024

#### **FISCAL IMPACT:**

None

#### **RECOMMENDATION:**

It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #20-130 with Brandman University.

#### **ADDITIONAL MATERIALS:**

**Attached:** [Agreement #20-130, Brandman University \(7 Pages\)](#)



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**SUPERVISED INTERNSHIP AGREEMENT**

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Oxnard School District Campus.

**SCHOOL PSYCHOLOGY**

**EDUCATION ADMINISTRATION**

**SCHOOL COUNSELING**

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Oxnard School District, hereinafter called "FIELDWORK SITE."

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION").

**I. RESPONSIBILITIES OF THE UNIVERSITY**

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

**II. RESPONSIBILITIES OF THE FIELDWORK SITE**

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- C. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or

involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

- D. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- E. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- F. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE's supervision of UNIVERSITY students.
- G. The FIELDWORK SITE acknowledges that each INTERN under this Agreement shall be a paid employee of the FIELDWORK SITE and thus covered under the FIELDWORK SITE'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of Brandman University while performing services for the District.

### III. THE PARTIES MUTUALLY AGREE

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- C. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Oxnard School District  
1051 South A Street  
Oxnard, CA 93030  
Attn: Yadira Alferes  
Phone: 805-657-3109

UNIVERSITY CONTACT INFORMATION:

Brandman University  
16355 Laguna Canyon Road  
Irvine, CA 92618  
Attn: School of Education, Dean  
Fax: (800) 775-0128

- D. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- E. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- F. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this



Agreement.

- G. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

**IV. TERM AND TERMINATION OF AGREEMENT**

- A. THE TERM of this Agreement shall be effective 01/11/2021 and shall continue in full force and effect through 01/11/2024. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

**SIGNATURES:**

FIELDWORK SITE:      Signature: \_\_\_\_\_  
Name:                    Lisa A. Franz  
Title:                    Director, Purchasing  
Date:                    \_\_\_\_\_

UNIVERSITY:            Signature: \_\_\_\_\_  
Name:                    Phillip L. Doolittle  
Title:                    Executive Vice Chancellor of Finance and  
                                 Administration and Chief Financial Officer  
Date:                    \_\_\_\_\_

**Appendix A**  
**Definition of Internship**

- A. "INTERN" is defined according to the COMMISSION as a person who is enrolled in a COMMISSION-approved internship program and is serving with an Internship Credential issued upon the recommendation of the UNIVERSITY.
- B. INTERNS shall not displace certificated FIELDWORK SITE employees. FIELDWORK SITE further agrees to provide written certification that no person with the appropriate credential, background and qualifications is interested and/or available in the position that is the subject matter of this Agreement.
- C. The internship may continue for a period of up to two years and the credential may be renewed upon a showing of good cause.
- D. The internship program is being implemented in order to provide the INTERN with an opportunity to gain field experience on a paid basis. In the event that the internship is being developed to meet an employment shortage, FIELDWORK SITE agrees to provide a statement regarding the availability of qualified, certificated individuals holding the appropriate credential.
- E. The Internship Credential is issued for service only in the FIELDWORK SITE District and the UNIVERSITY shall notify the COMMISSION of the FIELDWORK SITE'S participation.

**Appendix B**  
**Specific Supervision Requirements for Each Program**

**School Counseling Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Personal and career assessments
  - b. Personal counseling experience in either an individual or group context
  - c. Experience in School-based programs serving parents and family members
  - d. Observing classroom instruction
  - e. Attending district and school based meetings
  - f. Mapping school-based community resources
  - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
  - h. Participating in professional development activities.
  - i. Participating in individual or group supervision.
  - j. Learning about and using technology and information systems.
  - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**I. Specific Supervision Requirements School Psychology Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.

- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
  - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
  - c. Developing, implementing and evaluating academic and behavioral interventions.
  - d. Providing counseling and other mental health interventions.
  - e. Home, school, community collaboration: working with parents and community members.
  - f. Learning about, helping develop, or evaluating policy, practices and programs.
  - g. Participating in professional development activities.
  - h. Participating in individual or group supervision.
  - i. Learning about and using technology and information systems.
  - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**School Administration Fieldwork:**

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall provide student with experiences with a diverse student population.
- C. The FIELDWORK SITE shall provide student with experiences with a variety of educational programs.
- D. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- F. The FIELDWORK SITE shall ensure that the student will be treated by the FIELDWORK SITE as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Anabolena DeGenna

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section D: Action Items

### **Approval of the Comprehensive Safe School Plans 21 Sites (DeGenna/Ridge)**

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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. (SB 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 (OSD LCAP Goal #2).

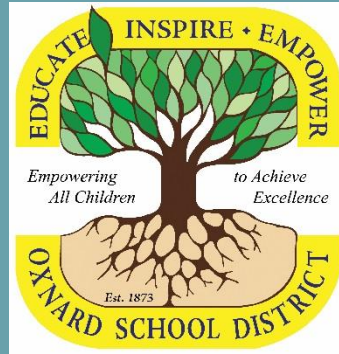
#### **RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent Educational Services and the Director of Pupil Services that the Board approve the Comprehensive Safe School Plans for all 21 elementary and middle schools. (DeGenna/Ridge)

#### **ADDITIONAL MATERIALS:**

**Attached:** [Com\\_ Safety Plan Board Presentation 2-17-21.pdf](#)  
[2020-2021-BREKKE CSSP.pdf](#)  
[2020-2021-CHAVEZ CSSP.pdf](#)  
[2020-2021-CURREN CSSP.pdf](#)  
[2020-2021-DRIFFILL CSSP.pdf](#)  
[2020-2021-ELM CSSP.pdf](#)  
[2020-2021-FRANK CSSP.pdf](#)  
[2020-2021-FREMONT CSSP.pdf](#)  
[2020-2021-HARRINGTON CSSP.pdf](#)  
[2020-2021-KAMALA CSSP.pdf](#)

2020-2021-LEMONWOOD CSSP.pdf  
2020-2021-MARINA WEST CSSP.pdf  
2020-2021-MARSHALL CSSP.pdf  
2020-2021-MCAULIFFE CSSP.pdf  
2020-2021-MCKINNA CSSP.pdf  
2020-2021-RAMONA CSSP.pdf  
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2020-2021-ROSE AVE CSSP.pdf  
2020-2021-SAN MIGUEL CSSP.pdf  
2020-2021-SIERRA LINDA CSSP.pdf  
2020-2021-SORIA CSSP.pdf  
2020-2021-LOPEZ CSSP.pdf



# Comprehensive School Safety Plans (CSSP)

**OXNARD SCHOOL DISTRICT  
BOARD MEETING  
FEBRUARY 17, 2021**



# Comprehensive School Safety Plans

- 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.

# Comprehensive School Safety Plans

## 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

# Comprehensive School Safety Plan

## Components of a CSSP cont.

(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)
- EOP 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.

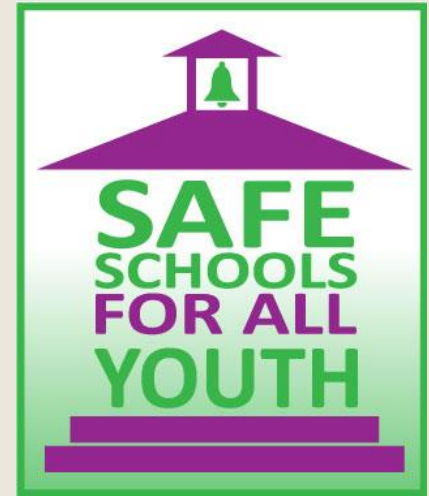
# Considerations for 2020 - 2021

- Construction updates (McKinna)
  - *Safety assessment*
  - *Evacuation map and route update*
- Tactical Response Support Plan
  - *Coordination with PD, First Responders, Fire Dept.*
- Continued action plans (Climate, Safety and Disaster Preparedness)
- COVID
  - *OSD COVID-19 Re-opening Taskforce*
  - *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.





# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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  
 December 9, 2020  
 -with Law Enforcement  
 January 31, 2021  
 -with Fire Authority  
 January 31, 2021

**Reviewed by:**

Name	Title	Signature	Date
	Police Department Representative		
Tammy Smith	Principal		
Michelle Sandoval	Office Manager		
Yolanda Melano	School Site Council Parent		
Stephen Carrier	Teacher		
Traci Martinez	School Site Council Chairperson		
Ramona Ramirez	After-School Program Site Coordinator		
	Fire 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](http://www.oxnardsd.org) or in the Norman R. Brekke Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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), Michelle Sandoval (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), Ramona Ramirez (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 continue to implement these programs, with some modifications, in the distance learning environment. 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.

Oxnard Police Department conducted a security inspection of the campus with the Principal. In addition, 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 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 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 Healthy Kids 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)

#### 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)**

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. High 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 si 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](http://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

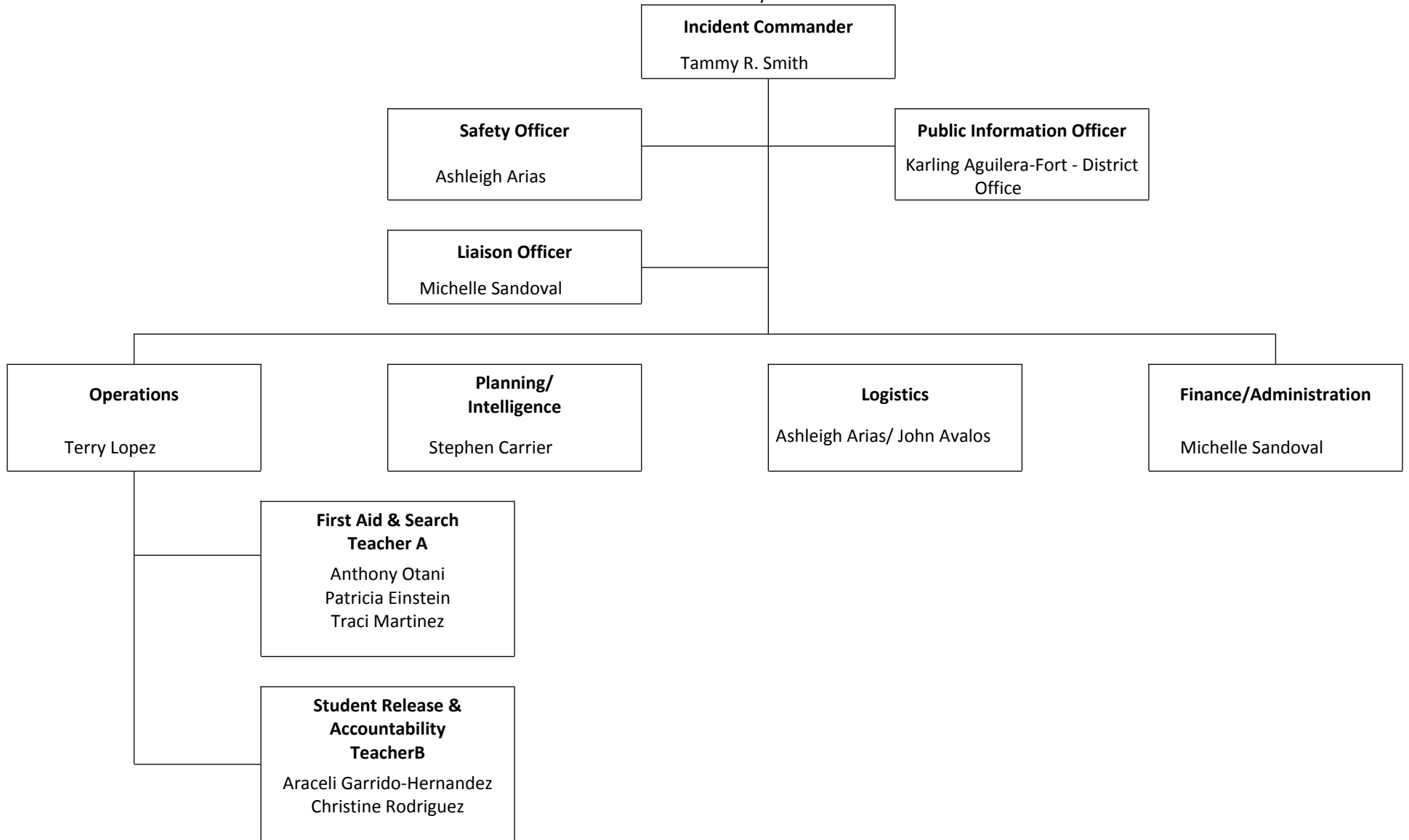
Organization	West Village Park
Address	Cesar Chavez Drive Oxnard, CA 93030
Contact	City of Oxnard- Parks and Public Grounds
Phone Number	805-385-7950
Date of Agreement	

### 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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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:

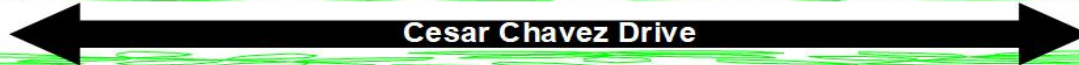
- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

### **Emergency / Disaster Materials**

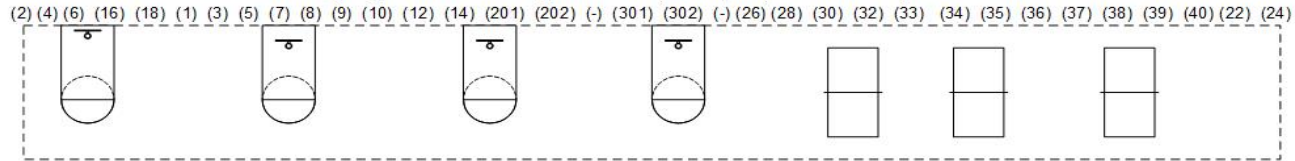
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
  - Ice Packs
  - Adhesive Bandages ¾" x 3"
  - Ex-Large Bandages
  - Gauze Pads, 3" x 3" Sterile
  - Gauze Roll, 2" x 5 yd
  - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

# Emergency Evacuation Map

Emergency Evacuation Meeting Area for Bomb Threat (grass area next to homes)



Emergency Evacuation Meeting Area for Fire, Earthquake, and other emergencies

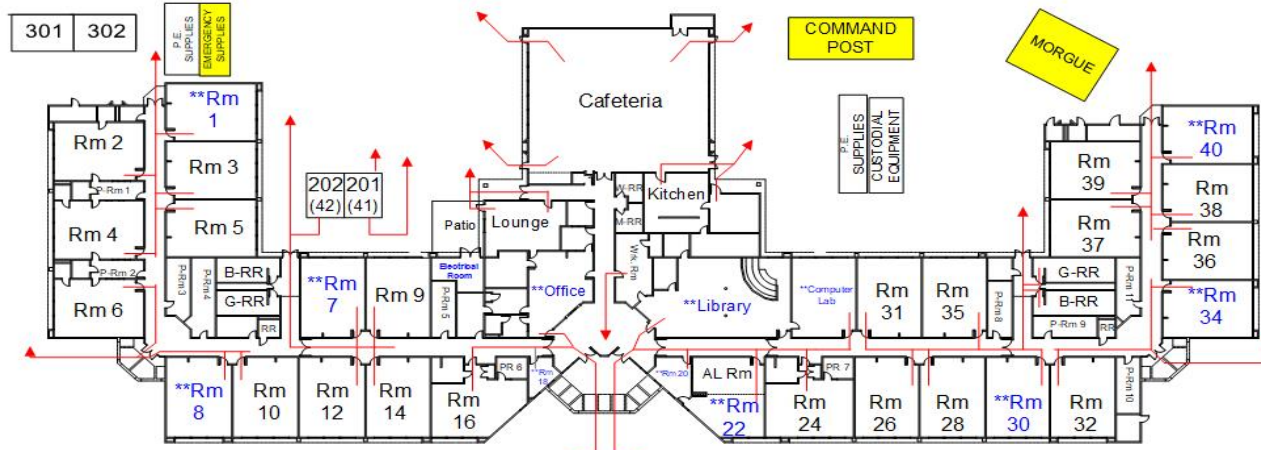


Class room Meeting Area

Class room 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

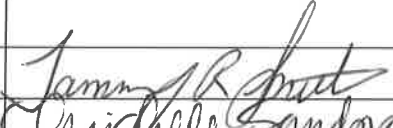
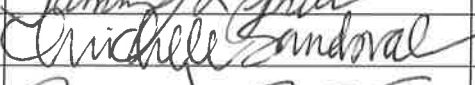

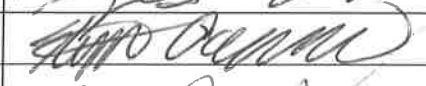
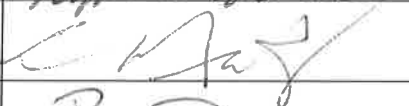

Norman R. Brekke School Emergency Evacuation Map

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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  
 December 9, 2020  
 -with Law Enforcement  
 January 31, 2021  
 -with Fire Authority  
 January 31, 2021

**Reviewed by:**

Name	Title	Signature	Date
	Police Department Representative		
Tammy Smith	Principal		
Michelle Sandoval	Office Manager		
Yolanda Melano	School Site Council Parent		
Stephen Carrier	Teacher		
Traci Martinez	School Site Council Chairperson		
Ramona Ramirez	After-School Program Site Coordinator		
	Fire Department Representative		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 12-10-20  
**Date of Review:** -with Staff  
 12-2-20  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Mrs. Bertha Anguiano	Principal		
Mr. Sal Gutierrez	Lead custodian/classified staff		
Mr. Tom Gonzalez	Teacher		
Mrs. Maria Teresa Salazar	SSC President/parent		
Mr. Arturo Lopez	Teacher		
Ms. Cristina Salas	Teacher		
Ms. Lupita Canizalez	After School Programs Coordinator		
Mrs. Yulianna Robles	Office Manager/classified staff		



Name	Title	Signature	Date
Mr. Scott Brewer	Fire Department Representative -Emergency Service Manager		
Mr. Brian Blevins	Assistant Principal		
	Oxnard 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](http://www.oxnardsd.org) or in the Cesar E. Chavez K-8 School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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

Arturo Lopez, teacher

Bertha Anguiano, Principal

Yulianna Robles, Office Manager

Sgt. Daniel Shrubbs OPD

Maria Teresa Salazar, SSC President/Parent

Salvador Gutierrez, Lead Custodian

Cristina Salas, Teacher

Brian Blevins, 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, California Healthy Kids 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 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)**

**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.

- In a hybrid model, students 9 am - 12:45 pm for students from grades 6-8. The regular school day for grades K-5 in a hybrid model is from 9 am - 12:20 pm.
- Upon arriving at school, students are to immediately come onto campus via Juanita Street and Marquita Street 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.
- 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.
- In a hybrid school day, parents dropping off students at school should be aware that there is no supervision available before 8:30 am. School office hours are 7:30 am to 4:00 pm.
- Students enter and exit through Juanita St. if they arrive at school via bus. All other students enter and dismiss through Marquita St. gates.
- 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. During distance learning, students have 5 days to make-up work to be marked as DL-Work Completed.

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, Brian Blevins, 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

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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 2020 Panorama Survey and 8th Grade December 2020 CHKS Survey to identify trends and needs of students and provide Tier I and T2 supports to students.	Panorama survey, CHKS survey	School counselor,	Panorama, CHKS survey

**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 will encourage staff members to be visible when students are in route to and from school.	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, Brian Blevins, 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, Brian Blevins, Assistant Principal, Salvador Gutierrez, 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

During Distance Learning, teachers nominate students monthly to receive an award focusing on a specific aspect of SOAR Guidelines.

During a traditional school year, Administration conducts monthly grade 1-3 and 4-5 reward activities with staff and teacher participation.

During Distance Learning, teachers nominate one student per month to receive the "SOARing Eagle Student of the Month"

During a traditional school year, Administration conducts monthly 6-8 Middle School monthly reward activities that are teacher led for students with no F grades.

Teachers conduct their own weekly 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:

- 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 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](http://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	

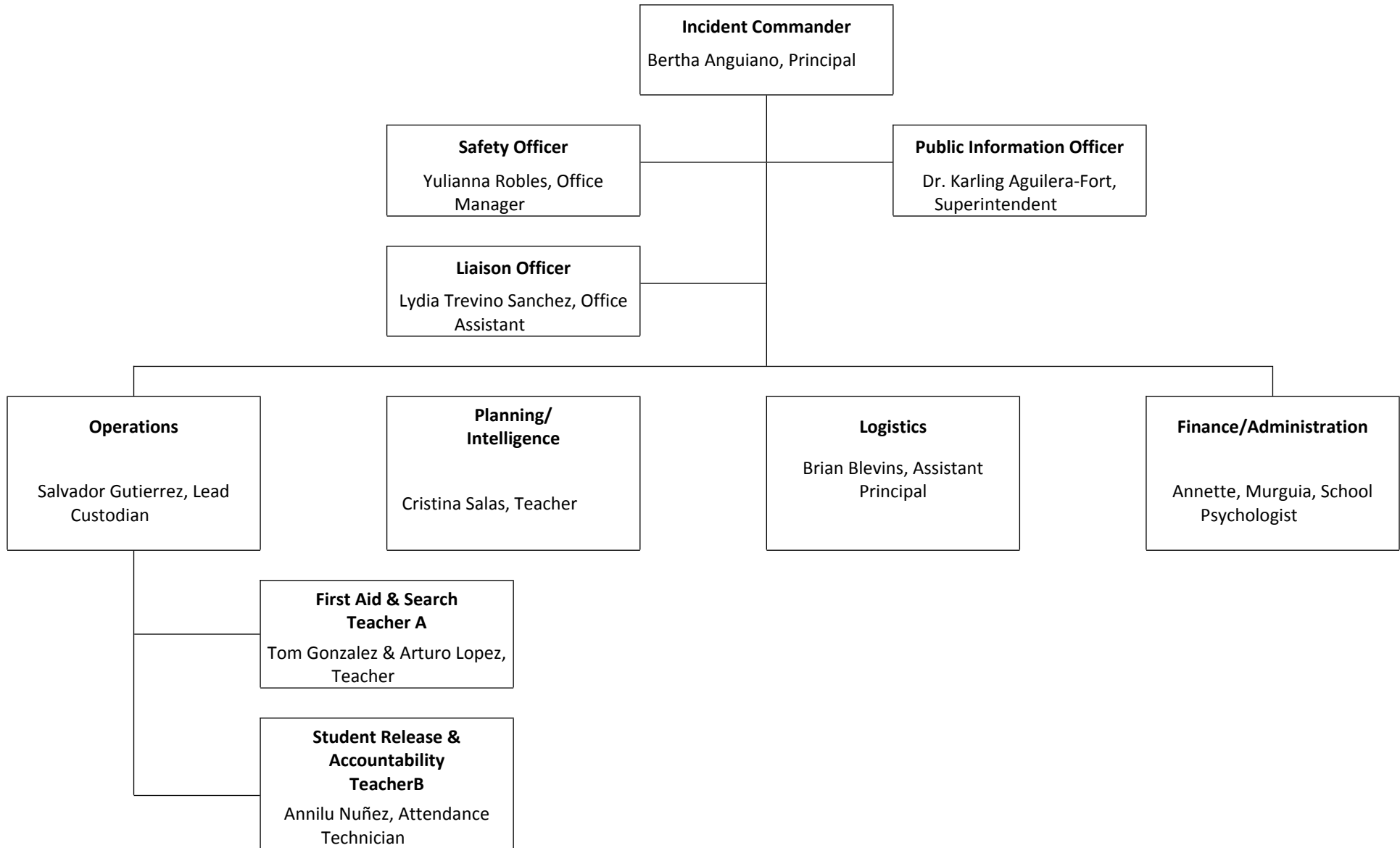
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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

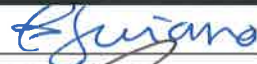

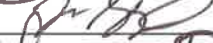


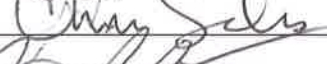


## Emergency Evacuation Map


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

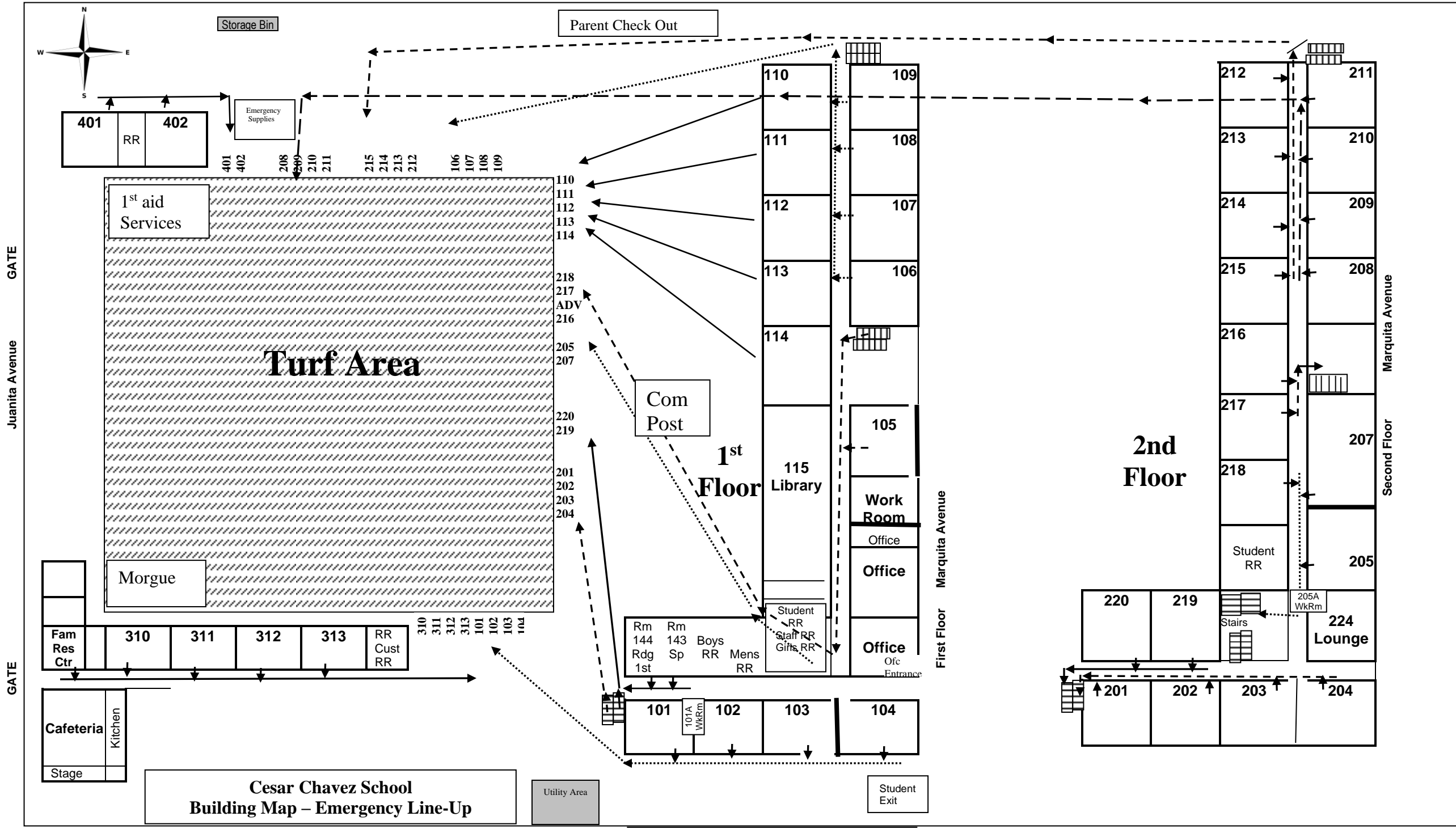
**School:** Cesar E. Chavez K-8 School  
**CDS Code:** 56725386055321  
**District:** Oxnard School District  
**Address:** 301 North Marquita Street  
 Oxnard, CA 93030-3792  
**Date of Adoption:** 12-10-20  
**Date of Review:** -with Staff  
 12-2-20  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Mrs. Bertha Anguiano	Principal		12/10/20
Mr. Sal Gutierrez	Lead custodian/classified staff		12/15/20
Mr. Tom Gonzalez	Teacher		12/16/20
Mrs. Maria Teresa Salazar	SSC President/parent		12/15/20
Mr. Arturo Lopez	Teacher		12/18/20
Ms. Cristina Salas	Teacher		12/15/20
Ms. Lupita Canizalez	After School Programs Coordinator		
Mrs. Yulianna Robles	Office Manager/classified staff		12-11-2020

Name	Title	Signature	Date
Mr. Scott Brewer	Fire Department Representative -Emergency Service Manager		
Mr. Brian Blevins	Assistant Principal		12/10/20
	Oxnard Police Dept.		





# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** January 2021  
**Date of Review:** -with Staff  
 11-30-2020 and 12-04-2020  
 -with Law Enforcement  
 01-31-2020  
 -with Fire Authority  
 01-31-2020

**Reviewed by:**

Name	Title	Signature	Date
Mr. Tyler Higa	Principal		
Officer Kevin Thompson	Police Department Representative		
Jeralyn Negri	School Site Council Chairperson		
Mireya Rosales	Office Manager		
Christopher De Santiago	Lead Custodian		
Jessica Glass	Assistant Principal		
Kristin Deas-Chacon	Assistant Principal		
Adriana Herrera	Outreach Specialist		
Scott Brewer	Fire Department Representative-Emergency Service Manager		

<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
Jennifer Rivas	Teacher		
Geoffrey Odell	Teacher		
Claudia Garduno	Parent		
Salvador Vazquez	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](http://www.oxnardsd.org) or in the Curren School K-8's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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. Tyler Higa (Principal); Jessica Glass (Assistant Principal); Mireya Rosales (Office Manager and Parent), Claudia Garduno (Parent); Geoffrey Odell (Teacher); Jennifer Rivas (Teacher); Salvador Vasquez (After-School Program Coordinator), 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.

California Healthy kids Survey data is reviewed with staff.

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.

Oxnard Police Department invited for whole school evacuation drill.

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)

#### 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)**

#### **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. Shorts or skirts above the mid thigh.
12. 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).
13. 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 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.
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"> <li>1. Continue to develop and implement the CHAMPS program at Curren School.</li> <li>2. Conduct school wide training on the plan.</li> <li>3. Implement the behavior support plan.</li> <li>4. Create a progressive and fair discipline policy.</li> <li>5. Communicate rules and specific behavioral expectations to students.</li> <li>6. Reduce the amount of office referrals for violent/ bullying behaviors.</li> <li>7. Discipline assemblies at the start of the school year.</li> <li>8. Introduce use of restorative practices/Community Circles.</li> </ol>	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"> <li>1. Hold regular meetings/training with Campus Assistants.</li> <li>2. Hold regular meetings with after school program staff (ASP).</li> </ol>	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"> <li>1. Parent meetings to discuss safe school plan and school-wide positive behavior system (School Site Council, ELAC &amp; Coffee with The Principal)</li> <li>2. School rules and procedures are also documented in the school handbook. This is also published online at Curren school's website.</li> </ol>	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"> <li>1. Create Welcome Back events at beginning of school year such as an Ice Cream Social.</li> <li>2. Increase culturally relevant family nights such as Dia De Los Muertos and Winter Programs.</li> <li>3. All call reminders and flyers for ELAC and Coffee with the Principal.</li> </ol>	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, Fitness, Hip Hop, and Friday Night Live)	<ol style="list-style-type: none"> <li>1. Create list of clubs that align with school vision and school goals - both for enrichment and intervention.</li> <li>2. Recruit staff to lead clubs.</li> <li>3. Provide necessary resources so clubs can operate effectively (i.e. - equipment for Fitness Club, art supplies, garden space for Earth Keepers).</li> <li>4. Club promotion, notification and selection process</li> </ol>	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 SRO 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)	CHAMPS handouts and posters. 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. Hold an active shooter training with all staff.	Emergency Operations Plan,	Principal Assistant Principal Safety /Disaster Committee	OPD Feedback
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](http://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	Oxnard, CA 93030
Contact	City of Oxnard - Parks and Recreation
Phone Number	805-385-7950
Date of Agreement	

### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

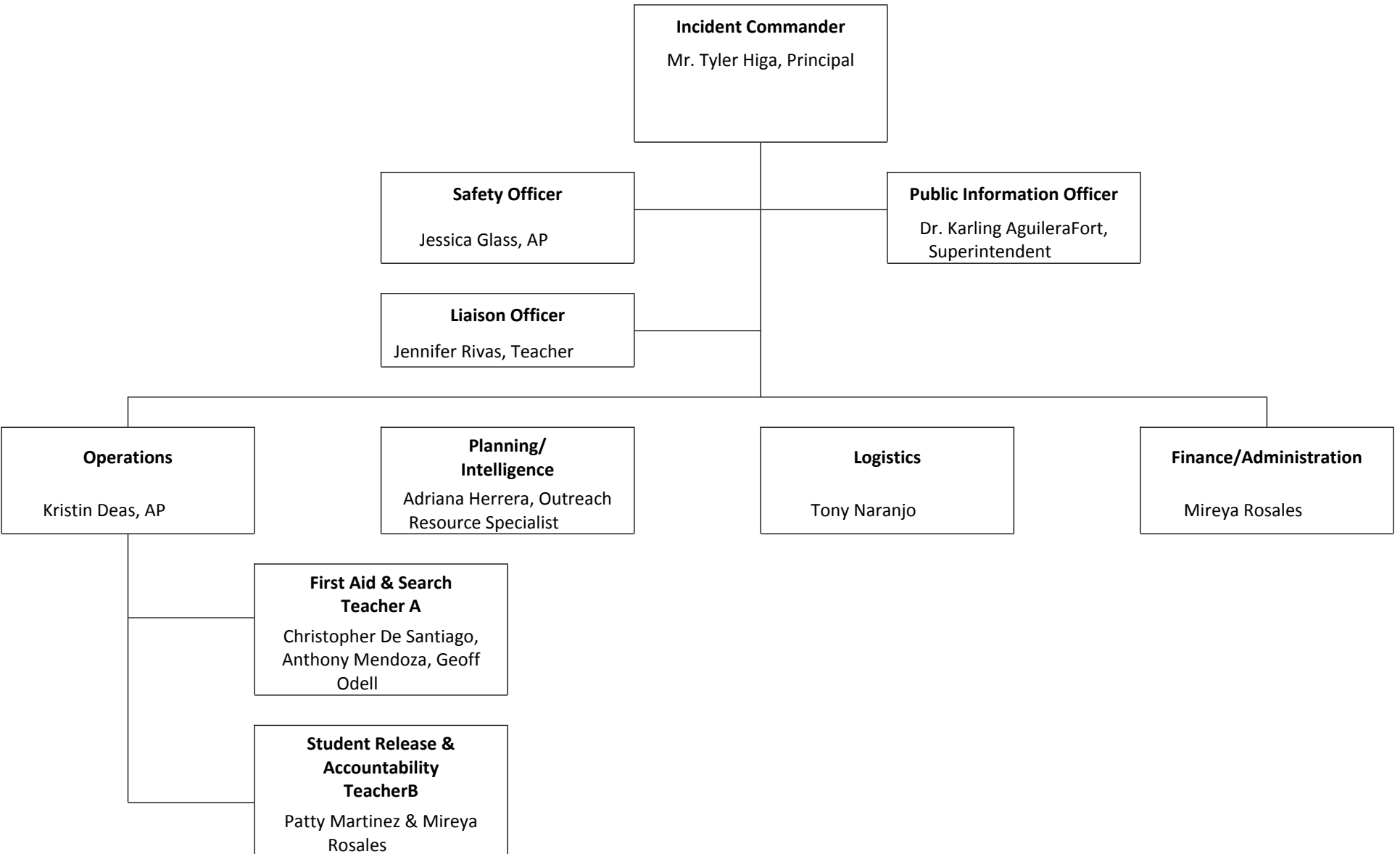
Organization	Freemont Middle School
Address	1130 N. M Street Oxnard, CA 93030
Contact	Frank Guerrero (subdirector)
Phone Number	(805) 385-1539



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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map

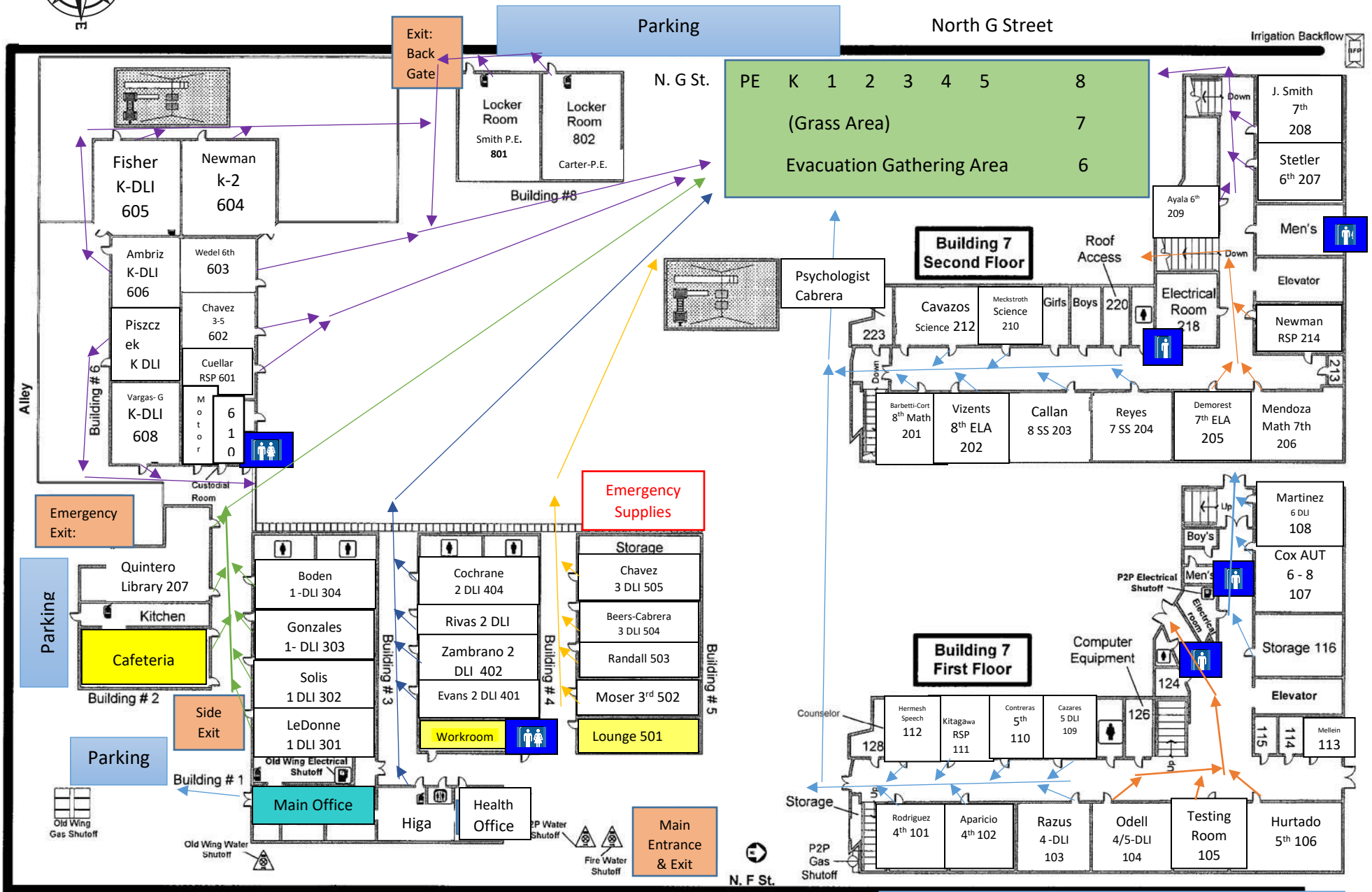


# Curren School EOP Map with Designated Areas



# Curren School Evacuation Map

1101 North F Street  
Oxnard, CA 93030



Revised 8/25/20

North F Street

Parking





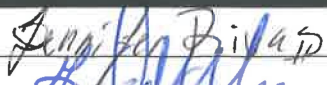
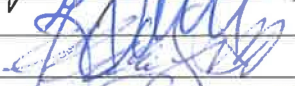


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** January 2021  
**Date of Review:** -with Staff  
 11-30-2020  
 -with Law Enforcement  
 01-31-2020  
 -with Fire Authority  
 01-31-2020

**Reviewed by:**

Name	Title	Signature	Date
Mr. Tyler Higa	Principal		12/3/2020
Officer Kevin Thompson	Police Department Representative		
Jeralyn Negri	School Site Council Chairperson		12/8/2020
Mireya Rosales	Office Manager		12/9/20
Christopher De Santiago	Lead Custodian		12/10/20
Teresa Ruvalcaba	Assistant Principal		12/9/20
Kristin Deas-Chacon	Assistant Principal		12/3/20
Adriana Herrera	Outreach Specialist		12/3/20
Scott Brewer	Fire Department Representative-Emergency Service Manager		

Name	Title	Signature	Date
Jennifer Rivas	Teacher		12/10/2020
Geoffrey Odell	Teacher		
Claudia Garduno	Parent		12/10/2020
Salvador Vazquez	After-School Program Site Coordinator		12/04/2020

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** November 30, 2020  
**Date of Review:** -with Staff  
 -with Law Enforcement  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Gilbert Elizarraraz	Principal		
Katie Muthukaruppan	Assistant Principal		
Michelle Styring	Assistant Principal		
	Oxnard Police Department Representative		
	Fire Department Representative		
Miriam Cervantes	School Site Council Representative		
Norma Jasso	After School Program Coordinator		
Rosario Rabago	Classified Staff Representative		

Name	Title	Signature	Date
Maricela Valerio	Primary Grades Teacher Representative		
Liliana Medrano	Middle Grades Teacher Representative		
Tim Fox	Lead Custodian		

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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](http://www.oxnardsd.org) or in the James Driffill Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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  
Katie Muthukaruppan, 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, CA Healthy Kids survey, 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)

#### 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. 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.

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 20-21 school year, all staff, students, and visitors 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.

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 monitors the safety of all students upon arrival and dismissal from school, including at the bus stops and throughout the school day.

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. The 2020-21 adjusted school schedules for hybrid learning and distance learning are available on the OSD website and will be shared by the school principal as adjustments occur.

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. During hybrid learning for the 20-21 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. All 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 truancies:

- 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 for distance learning are also communicated and shared by phone, by digital newsletters, and at 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	Principal, Assistant Principals and Staff	Classroom Visits Weekly staff meeting feedback Referrals made to the office data
2) Improve classroom management specific to Distance and Blended Learning	Survey Teacher Needs Provide teacher training at staff meetings 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 and attendance in distance and blended learning	Define engagement expectations for students, parents Revise School-wide Attendance Incentive Program to accommodate virtual platform Identify and outreach disengaged students Provide parent workshops	Updated Incentive Program Infographic for parents ORC School Funding for incentives Recognition Certificates	ORC PBIS Team Attendance clerk	Engagement Data Attendance Data Staff Feedback Weekly Bulletins Student and Parent Feedback Homevisit 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) Develop and implement response and communication plans for positive Covid-19 cases among students	<p>Review action plans from OSD Risk Management and Nursing Staff</p> <p>Identify a location for a CARE room and configure it to maximize safe distancing</p> <p>Develop a system of tracking students who develop symptoms at school.</p> <p>Develop a system of communicating positive case to staff and families</p> <p>Develop and 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 and nurse</p>	<p>Principal, Assistant Principals, Nurse</p>	<p>Parent Feedback</p> <p>Staff Feedback</p> <p>Attendance Spreadsheet</p>
2) Review reopening plans and request input from all stakeholders	<p>Review drafted plans with: School Site Council ELAC Leadership Team Staff</p>	<p>Safety Plan Draft</p>	<p>Principal, Assistant Principals</p>	<p>Meeting agendas</p>
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>Reconfigure 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>	<p>Updated information from Risk Management Department, Floor markers, Signage, Directional dividers in hallways, School maps</p>	<p>Principal, Assistant Principals, Custodians</p>	<p>Classroom and workspace walk throughs</p> <p>Assess effectiveness of procedures</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
4) Train all staff, students, and visitors on site procedures to mitigate the spread of Covid-19.	Communicate procedures and protocol in a variety of ways  Model healthy practices and procedures  Review site-based procedures regularly and communicate updates	Risk management guides for sites, Health and safety presentations	Principal, Assistant Principals, Risk Management	Meeting agendas Staff Feedback Parent Feedback District staff review of site procedures
5) Ongoing review of safety protocol, procedures and practices to adapt to changing environment.	Monitor district and local information  Communicate changes to families, staff, and stakeholders	ConnectEd messages  Weekly bulletins	Principal, Assistant Principals	Site communications including bulletins, agendas Staff Feedback Parent Feedback

**Component:**

Disaster Preparedness:

At Driffill 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 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 key players 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.

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
1) Review and update safety plan and emergency maps yearly.	<p>Meet yearly to update the school safety plan.</p> <p>Update emergency maps with new staff names and update changed room assignments</p> <p>Consult with SRO as needed for support</p>	<p>Meet with leadership and safety committee.</p> <p>Maps</p>	Principal, Assistant Principals, and staff	<p>Submit Safety Plan for Board Approval.</p> <p>Updated copy of map and plan</p>
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.	<p>Enroll staff in training that is needed.</p> <p>Schedule meeting time to train new staff</p>	Emergency trainings and certificate programs	Principal, Assistant Principals, and staff	<p>List of those who are trained and certified.</p> <p>Meeting agenda from new staff training</p>
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	<p>Schedule several dates for drills</p> <p>Communicate drill dates to Oxnard PD and Oxnard Fire</p>	School calendar	Principal, office manager	Safety drill documentation submitted to OSD leadership
6) Review classroom emergency supplies	<p>Inventory supplies in all classroom emergency buckets and backpacks.</p> <p>Add updated documents to each emergency binder</p> <p>Order supplies as needed</p>	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 (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 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 college/ready 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 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 (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 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 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, 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:

- (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**

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](http://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

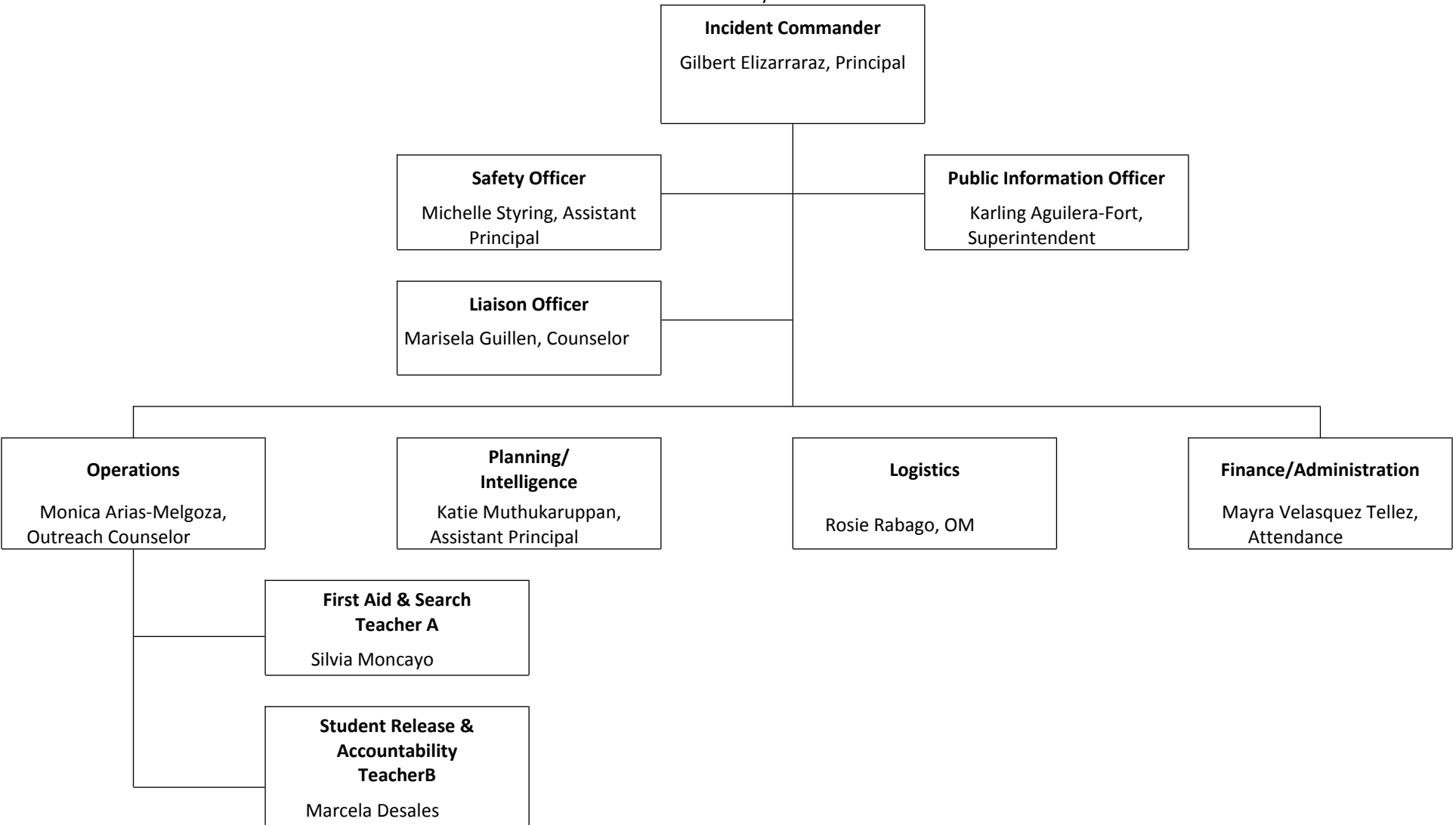
Organization	Hobson Park West
Address	Oxnard CA 93030
Contact	City of Oxnard- Parks and Public Grounds
Phone Number	805-385-7950
Date of Agreement	

### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Oxnard School District
Address	1051 South A Street CA 93030
Contact	OSD Facilities Dept.
Phone Number	805- 385-1514

Phone Number	
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**Incident Command System (ICS)**  
James Driffill Elementary 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.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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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:

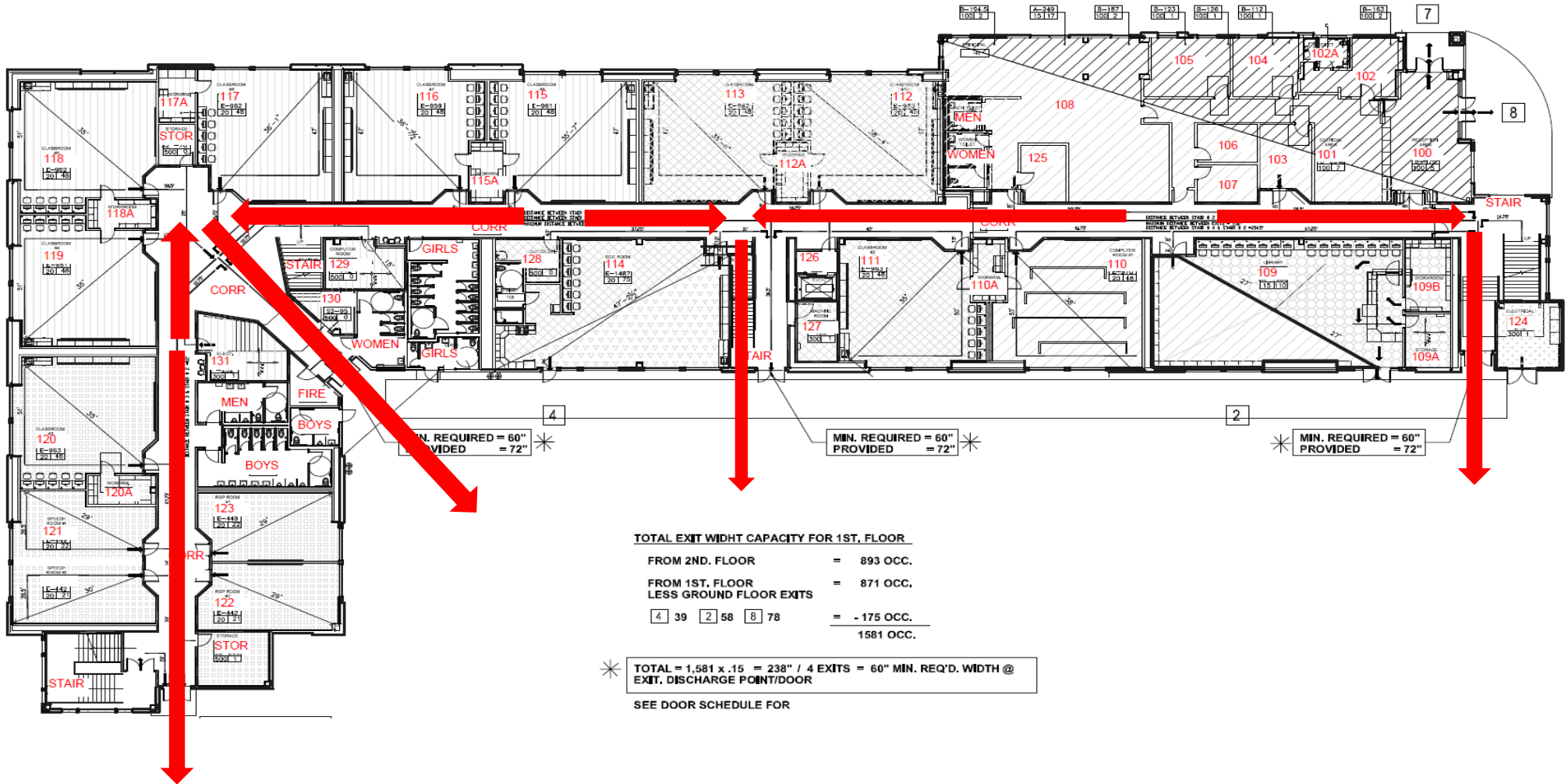
- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8' x 10'
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

### **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 Map**

# DRIFFILL 1<sup>st</sup> FLOOR EMERGENCY EVACUATION PLAN



**TOTAL EXIT WIDTH CAPACITY FOR 1ST. FLOOR**

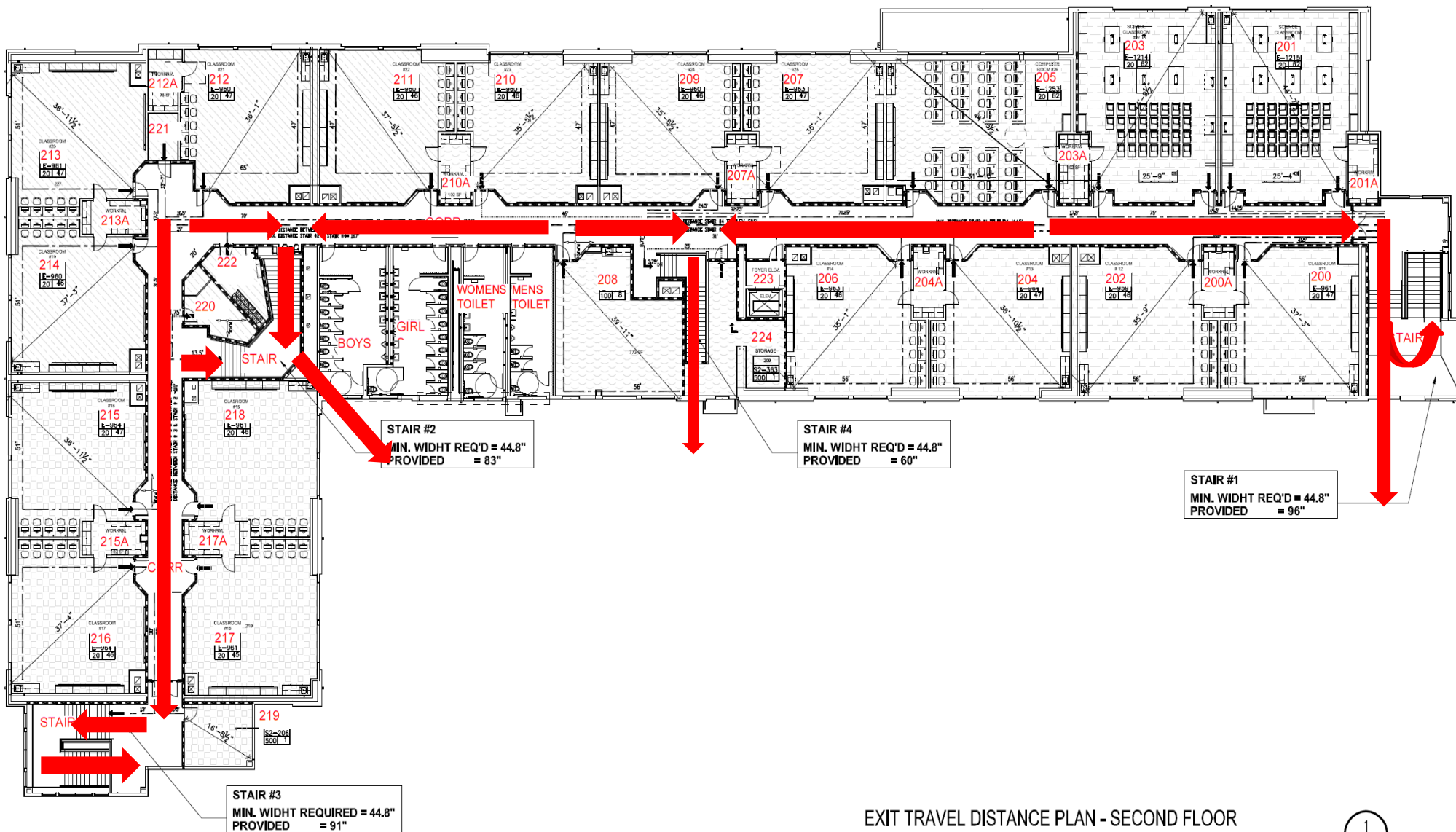
FROM 2ND. FLOOR	=	893 OCC.
FROM 1ST. FLOOR LESS GROUND FLOOR EXITS	=	871 OCC.
4 39 2 58 8 78	=	- 175 OCC.
		1581 OCC.

\* TOTAL = 1,581 x .15 = 238" / 4 EXITS = 60" MIN. REQ'D. WIDTH @ EXIT, DISCHARGE POINT/DOOR  
SEE DOOR SCHEDULE FOR

# Driffill

2<sup>nd</sup> Floor

## EMERGENCY EVACUATION PLAN

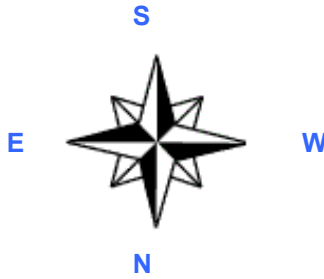


EXIT TRAVEL DISTANCE PLAN - SECOND FLOOR

SCALE: N.T.S



1211	1212	1213	1214	1215
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1210	1209	1208
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1501	1502	1503	1504
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1505	1506
------	------

1507
1508
1509
1510

601	602	603	604	605	608
					607
					606

1401	1402
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1301
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701	702	703	704	705	707
					706





901
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902
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801	802	803	804	805	808
					807
					806

214
213
209

Cafeteria - 201

NINTH STREET

# DRIFFILL SCHOO

1216

1217

1207	1206	1205	1204	1203	1202
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1201



"E" STREET



103	
	101

205
204

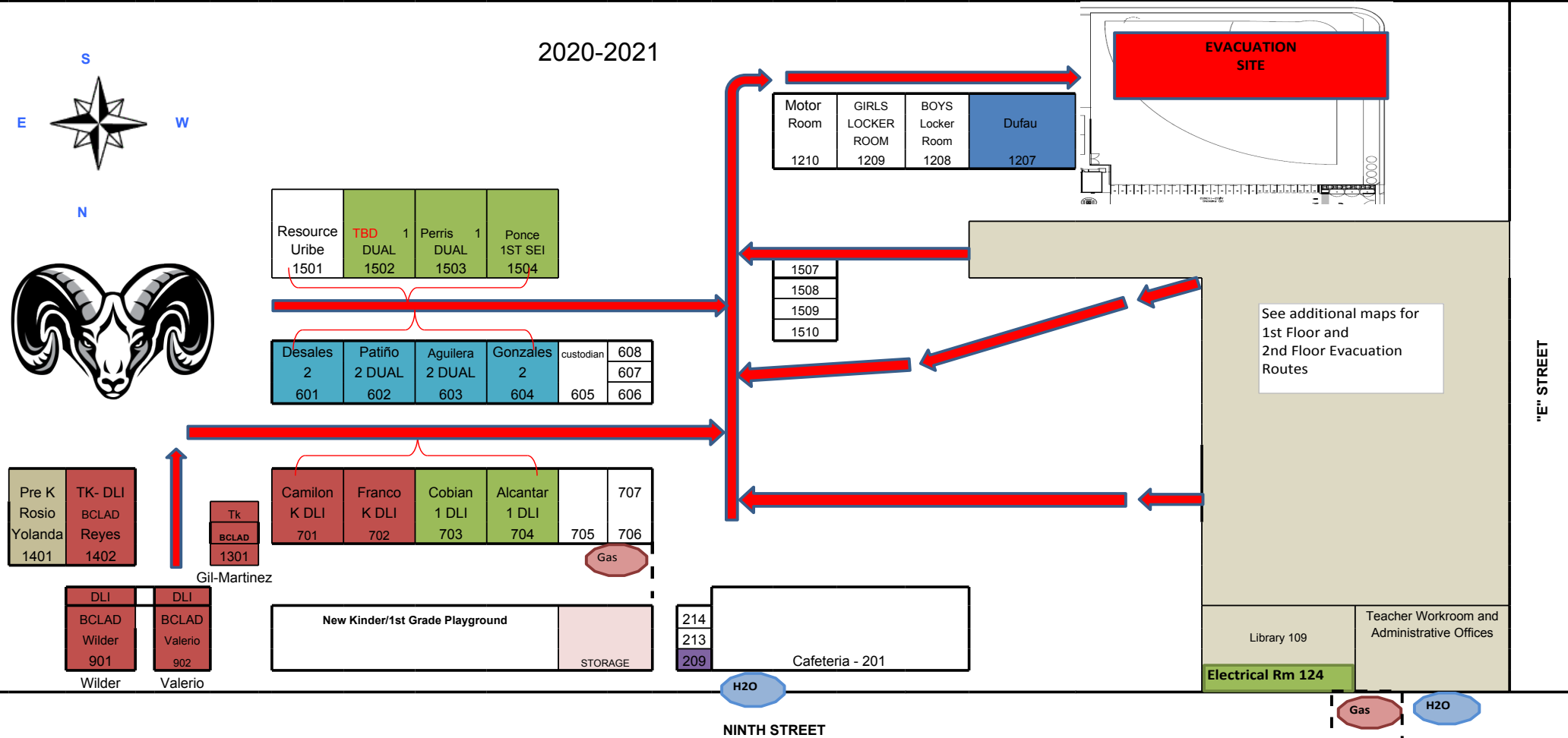
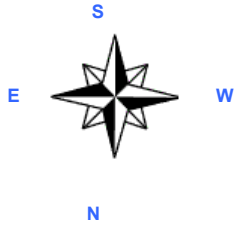
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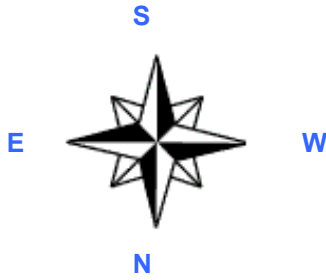
# DRIFILL SCHOOL

WOOLEY ROAD

2020-2021



1211	1212	1213	1214	1215
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1210	1209	1208
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1501	1502	1503	1504
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1505	1506
------	------

1507
1508
1509
1510

601	602	603	604	605	608
					607
					606

1401	1402
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1301
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701	702	703	704	705	707
					706



901

902

801	802	803	804	805	808
					807
					806

214
213
209

Cafeteria - 201

NINTH STREET

# DRIFFILL SCHOOL

1216

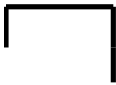
1217

1207	1206	1205	1204	1203	1202
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1201



"E" STREET



103	
	101

205
204

105
107
112
113

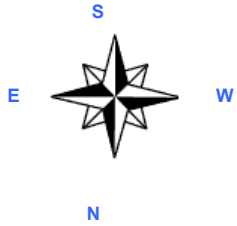
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# DRIFILL SCHOOL

WOOLEY ROAD

2020-2021



Pre K	TK- DLI
Rosio	BCLAD
Yolanda	Reyes
1401	1402

TK
BCLAD
1301

Gil-Martinez

DLI	DLI
BCLAD	BCLAD
Wilder	Valerio
901	902

Wilder Valerio

Resource	TBD	1	Perris	1	Ponce
Uribe	DUAL	1502	DUAL	1503	1ST SEI
1501					1504

Desales	Patino	Aguilera	Gonzales	custodian	608
2	2 DUAL	2 DUAL	2		607
601	602	603	604	605	606

Camilon	Franco	Cobian	Alcantar		707
K DLI	K DLI	1 DLI	1 DLI		
701	702	703	704	705	706

New Kinder/1st Grade Playground		STORAGE
---------------------------------	--	---------

214	
213	
209	Cafeteria - 201

Motor Room	GIRLS LOCKER ROOM	BOYS Locker Room	Dufau
1210	1209	1208	1207

1507
1508
1509
1510

**EVACUATION SITE**

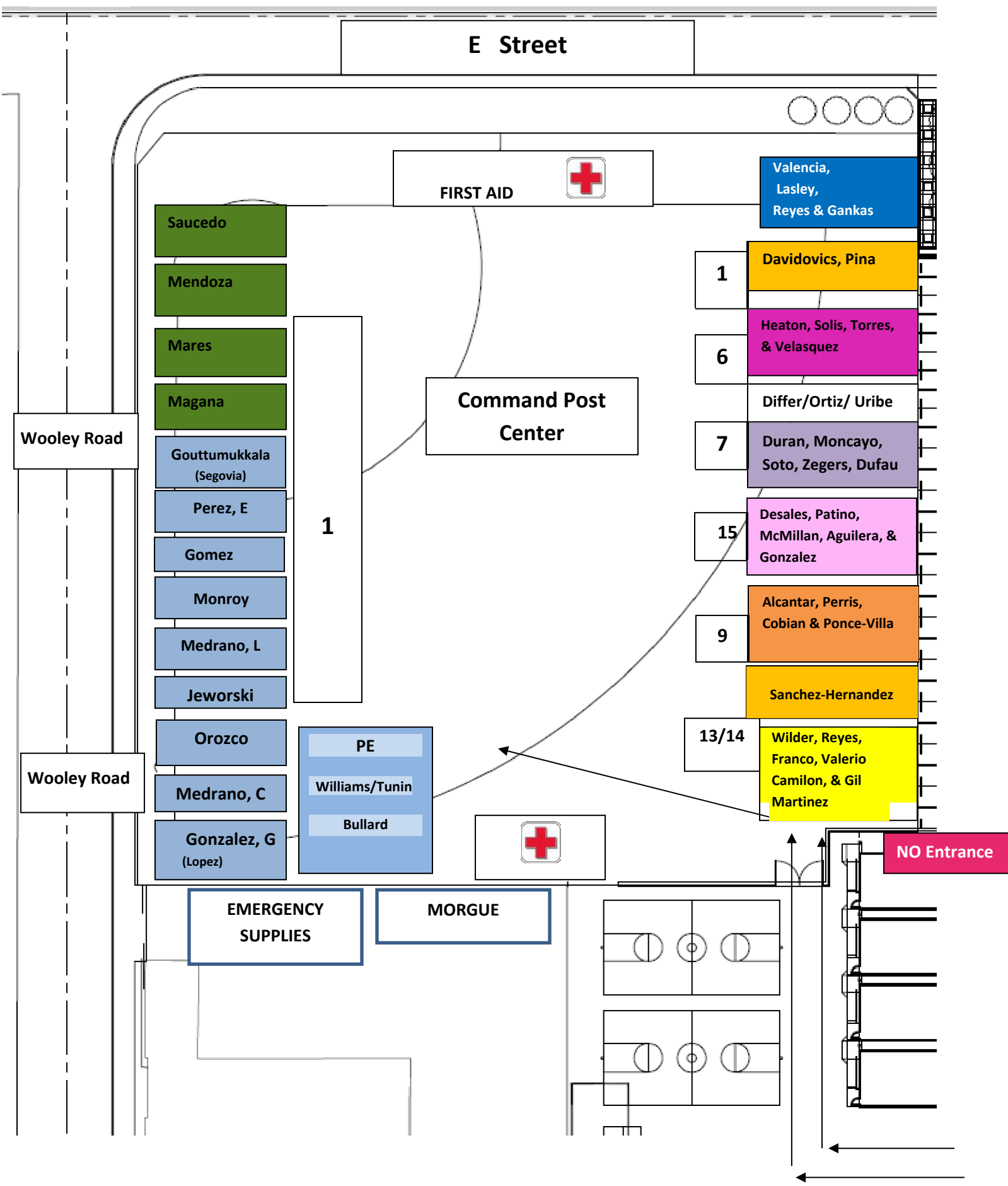
See additional maps for 1st Floor and 2nd Floor Evacuation Routes

Library 109	Teacher Workroom and Administrative Offices
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NINTH STREET

"E" STREET

# DRIFFILL




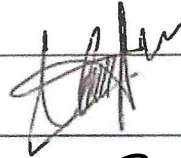
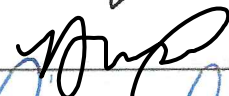
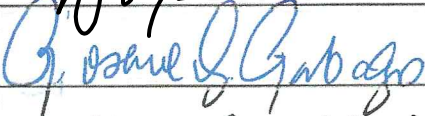

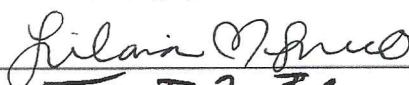



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** November 30, 2020  
**Date of Review:** -with Staff  
 -with Law Enforcement  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Gilbert Elizarraraz	Principal		1/6/21
Katie Muthukaruppan	Assistant Principal		1/6/21
Michelle Styring	Assistant Principal		15Jan2021
	Oxnard Police Department Representative		
	Fire Department Representative		
Miriam Cervantes	School Site Council Representative		08/06/2021
Norma Jasso	After School Program Coordinator		1/19/21
Rosario Rabago	Classified Staff Representative		1/6/21
Maricela Valerio	Primary Grades Teacher Representative		1/12/21
Liliana Medrano	Middle Grades Teacher Representative		1/10/21
Tim Fox	Lead Custodian		1-15-21

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Elm Street School  
**CDS Code:** 56725386055289  
**District:** Oxnard School District  
**Address:** 450 East Elm Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 2021  
**Date of Review:** -with Staff  
 November 2020  
 -with Law Enforcement  
 November 2020  
 -with Fire Authority  
 November 2020

**Reviewed by:**

Name	Title	Signature	Date
Rosario V. Almanza	Principal		
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair		
Cindee Hernandez	Teacher		
Ivette Zendejas	Teacher		
Ruben Tirado	Lead Custodian, Classified Staff Member		
Veronica Garcia	Counselor		
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](http://www.oxnardsd.org) or in the Elm Street School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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 for the 2020-2021 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  
Cindee Hernandez, Teacher  
Ivette Zendejas, 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. In April 2020, 2nd grade participated in a Reunification Drill. The Reunification Drill was an excellent opportunity for students, staff and community to practice for a true emergency.

- 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 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 for the 2020-2021 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)

#### 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."

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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.

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 2020-2021 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"> <li>• CHAMPS behavior system</li> <li>• Posters to support CHAMPS</li> <li>• CHAMPS ongoing professional development for staff</li> <li>• Behavior assemblies for students</li> <li>• Each month incorporate "Spreading Acts of Kindness" with a school wide activity that focuses on kindness.</li> <li>• PBIS team will meet in June of every year to focus on providing a positive school environment by getting Welcoming Posters ready for first day of school.</li> </ul>	<p>PBIS Committee: Principal Counselor ORC Teachers: 1 Teacher per grade level to be part of PBIS Committee.</p>	<p>PBIS Committee</p> <ul style="list-style-type: none"> <li>• Review of discipline referrals</li> <li>• Classroom visits and observation of student behavior</li> <li>• Leadership Team Meetings to include PBIS</li> </ul> <p>Committee and include as first Agenda item</p> <p>Safety Committee</p> <p>Staff Meetings</p>



Objectives	Action Steps	Resources	Lead Person	Evaluation
<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"> <li>• Develop an anti-bullying campaign.</li> <li>• Student leaders will be selected to develop a "Kindness Club" to focus on accepting differences.</li> <li>• Pictures/Selfie with Leo &amp; Lea the Leopard when students are caught being positive leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bullying Campaign</li> <li>• Anti-Bullying T-Shirts : Student created each year.</li> <li>• CHAMPS</li> <li>• Kindness Club</li> </ul>	<p>PBIS Committee Counselor ORC Principal</p>	<ul style="list-style-type: none"> <li>• Review of discipline referrals</li> <li>• Meetings with safety committee</li> <li>• Meetings with PBIS Committee</li> <li>• Staff meetings</li> <li>• Anti-Bullying assemblies</li> </ul>
<p>3) Staff, in partnership with the school district, school counselor, and ORC will develop resiliency strategies to use with students in order to make a positive impact in the lives of students.</p>	<p>Strategies in regards to learning positive values, social competencies, and positive self-identity will be developed and implemented by staff.</p>	<p>Positive Behavior Support through CHAMPS and Cultural Proficiency ORC Counselor Local Agencies (New Dawn, VCBH: Logrando Bienestar)</p>	<p>PBIS Committee Principal Counselor ORC</p>	<ul style="list-style-type: none"> <li>• Review of discipline referrals</li> <li>• Review of COST and SST referrals</li> <li>• Staff feedback</li> </ul>

**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	PBIS Committee Principal Counselor ORC Teachers	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Family feedback</li> <li>• Monitoring of behavior referrals</li> <li>• Classroom visits and observations</li> </ul>
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"> <li>• Monitoring by Staff</li> <li>• Staff feedback</li> <li>• Family Feedback</li> <li>• Record of Safety Committee Meetings</li> </ul>
3) Elm School will survey all students through Panorama: Social Emotional Survey and 5th grade students through the use of the California Healthy Kids Survey (CHKS) and use results to identify safety issues.	Elm School will participate in the Panorama Survey three times a year and California Healthy Kids Survey by administering survey to staff and 5th grade students once a year.	Panorama & California Healthy Kids Surveys and Data Results	Principal Counselor ORC Teachers: Kindergarten through second grade, teachers answer questions regarding students on the Panorama Survey.	<ul style="list-style-type: none"> <li>• Review of Panorama &amp; CHKS Data</li> <li>• Staff Feedback</li> </ul>
4) Elm School will continue to work with staff, families, community members and with OPD 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.	OPD CHAMPS ongoing Professional Development Lockdown Information Guides Evacuation Maps Connect Ed Messages to Families Safety Plan	Principal Counselor ORC Safety Committee	<ul style="list-style-type: none"> <li>• Family Feedback</li> <li>• Staff Feedback</li> <li>• Monitoring of Behavior Referrals</li> <li>• Record of Meetings</li> <li>• Record of Communication</li> </ul>

**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 protocol/s.	Safety Plan and Handouts	Principal OPD Office Staff Custodial Staff Safety Committee	<ul style="list-style-type: none"> <li>• Debriefing of drills with staff</li> <li>• Staff Feedback</li> <li>• ELAC suggestions/input to SSC</li> <li>• SSC</li> <li>• OPD</li> <li>• Custodial Staff</li> <li>• Principal</li> <li>• Monitoring and Observation of Drills</li> </ul>
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 protocol/s. .	Staff Meetings Visitor Sing-In Log and Visitor Tags	Principal OPD Office Staff Custodial Staff Safety Committee	<ul style="list-style-type: none"> <li>• Daily Campus Monitoring</li> <li>• Record of Meetings with Safety Committee</li> </ul>
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"> <li>• Record of safety meetings</li> <li>• Safety Committee and Staff feedback</li> <li>• Daily Campus Monitoring by Staff</li> </ul>
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"> <li>• Staff review and feedback on safety procedures</li> <li>• Record of safety meetings</li> <li>• Debriefing of drills</li> </ul>



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.

#### 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...
- Superintendent's Monthly Certificate is read over the Intercom System to Praise students that exemplify the trait of the month
- Spotlight on Excellence is highlighted every Monday, with one grade level sharing academic highlights from class.
- Trimester Awards are held to recognize positive student behavior as well as academic gains.
- Reading Club held twice a week during lunch to recognize and praise students that are meeting AR Trimester goals or demonstrating great effort in reading. (Started in January with a group of 18 fourth and fifth grade students. Students are reading Wonder by RJ Palacio to spread message of kindness and acceptance.)

## 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 plan is reviewed in November 2020 and approved by the School Site Council, and then reviewed and approved by School Board in February 2021.

The Staff, School Site Council, English Language Advisory Committee, Safety 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](http://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

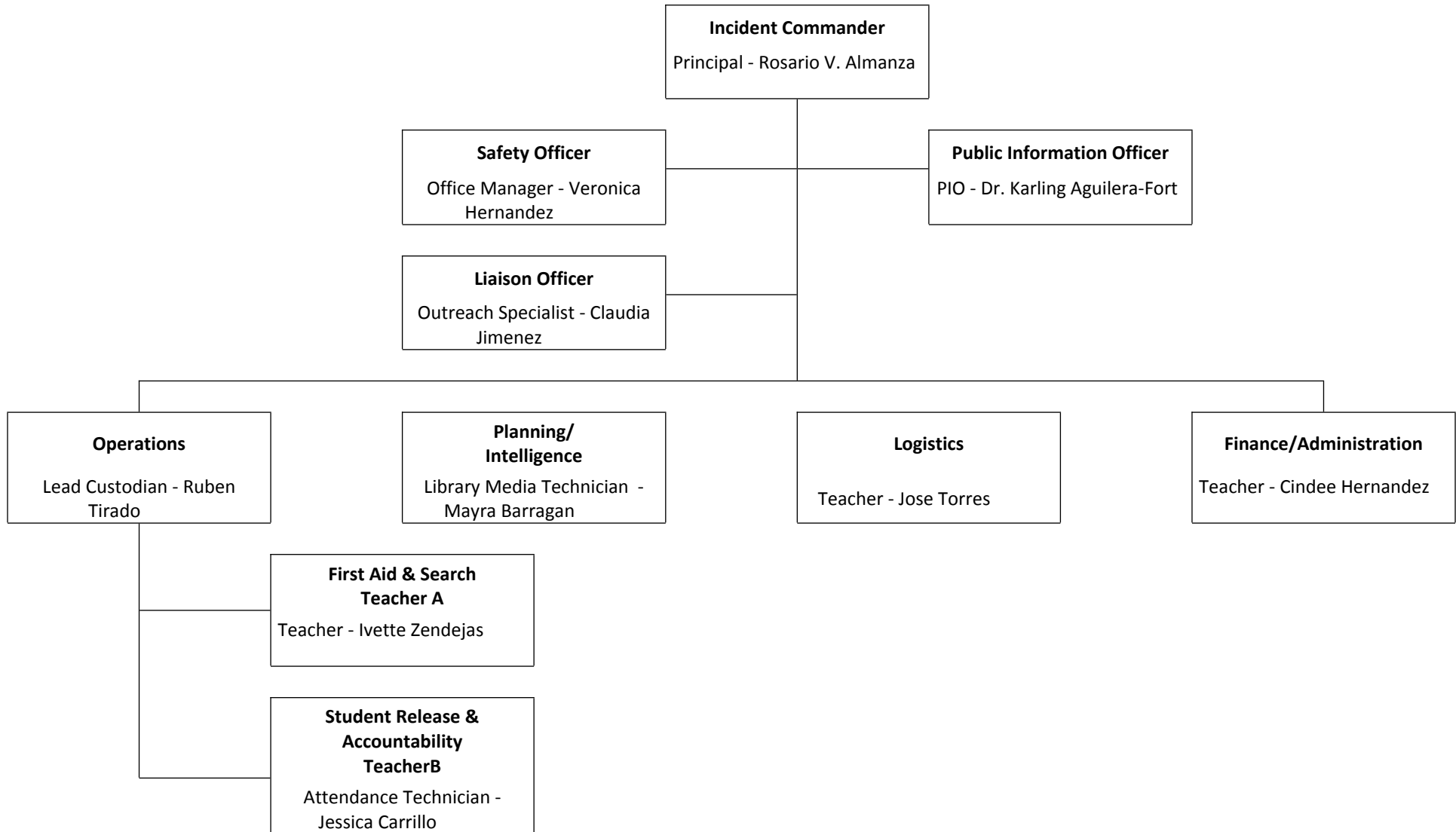
Organization	1. W. Lathrop Memorial Park
Address	500-698 E. Guava St. Oxnard, CA 93033
Phone Number	
Date of Agreement	

### 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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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

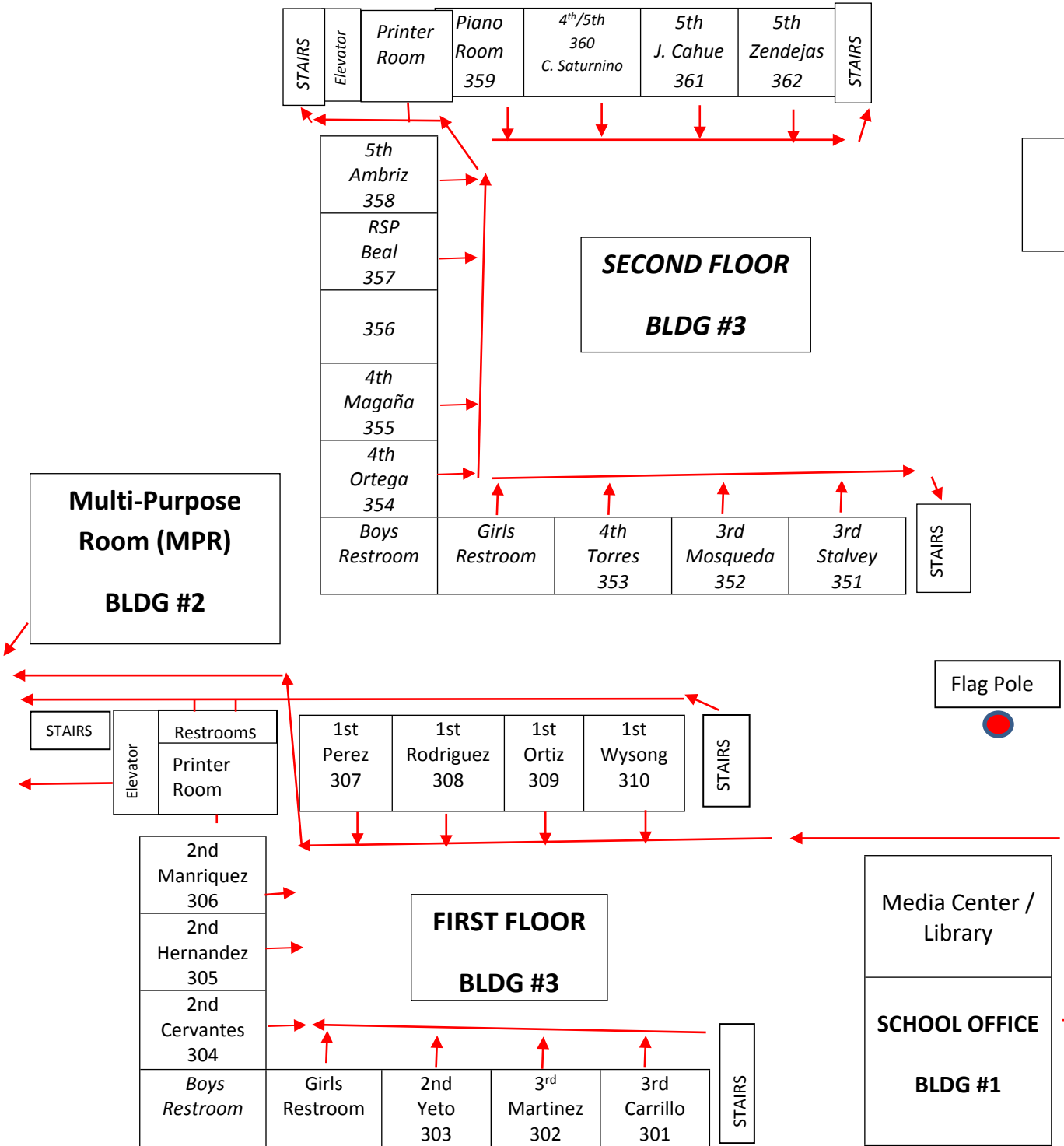
### **Emergency / Disaster Materials**

- 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 Map

**EVACUATION MAP**  
Revised 1-31-2020

**Elm Street School**  
450 East Elm Street  
Oxnard, CA 93033

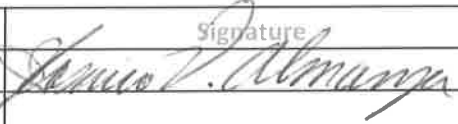

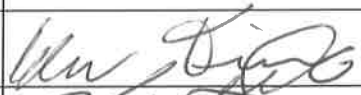
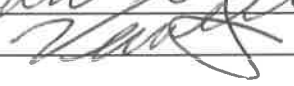


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Elm Street School  
**CDS Code:** 56725386055289  
**District:** Oxnard School District  
**Address:** 450 East Elm Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 2021  
**Date of Review:** -with Staff  
 November 2020  
 -with Law Enforcement  
 November 2020  
 -with Fire Authority  
 November 2020

**Reviewed by:**

Name	Title	Signature	Date
Rosario V. Almanza	Principal		1-28-2021
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair		1-28-2021
Cindee Hernandez	Teacher		
Ivette Zendejas	Teacher		
Ruben Tirado	Lead Custodian, Classified Staff Member		2-1-21
Veronica Garcia	Counselor		1/28/2021
Cinthia Rivera	After-School Program Site Coordinator		

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**Reviewed by:**


Name	Title	Signature	Date
Rosario V. Almanza	Principal		
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair		
Cindee Hernandez	Teacher	<i>Cindee Hernandez</i>	1/27/2021
Ivette Zendejas	Teacher		
Ruben Tirado	Lead Custodian, Classified Staff Member		
Veronica Garcia	Counselor		
Cinthia Rivera	After-School Program Site Coordinator		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Elm Street School  
**DS Code:** 56725386055289  
**District:** Oxnard School District  
**Address:** 450 East Elm Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 2021  
**Date of Review:** -with Staff  
 November 2020  
 -with Law Enforcement  
 November 2020  
 -with Fire Authority  
 November 2020

**Reviewed by:**

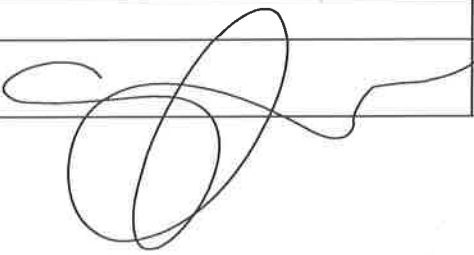
Name	Title	Signature	Date
Rosario V. Almanza	Principal		
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair		
Indee Hernandez	Teacher		
Yvette Zendejas	Teacher		1/21/21
Ruben Tirado	Lead Custodian, Classified Staff Member		
Feronica Garcia	Counselor		
Alinthia Rivera	After-School Program Site Coordinator		

# Comprehensive School Safety Plan SB 187 Compliance Document

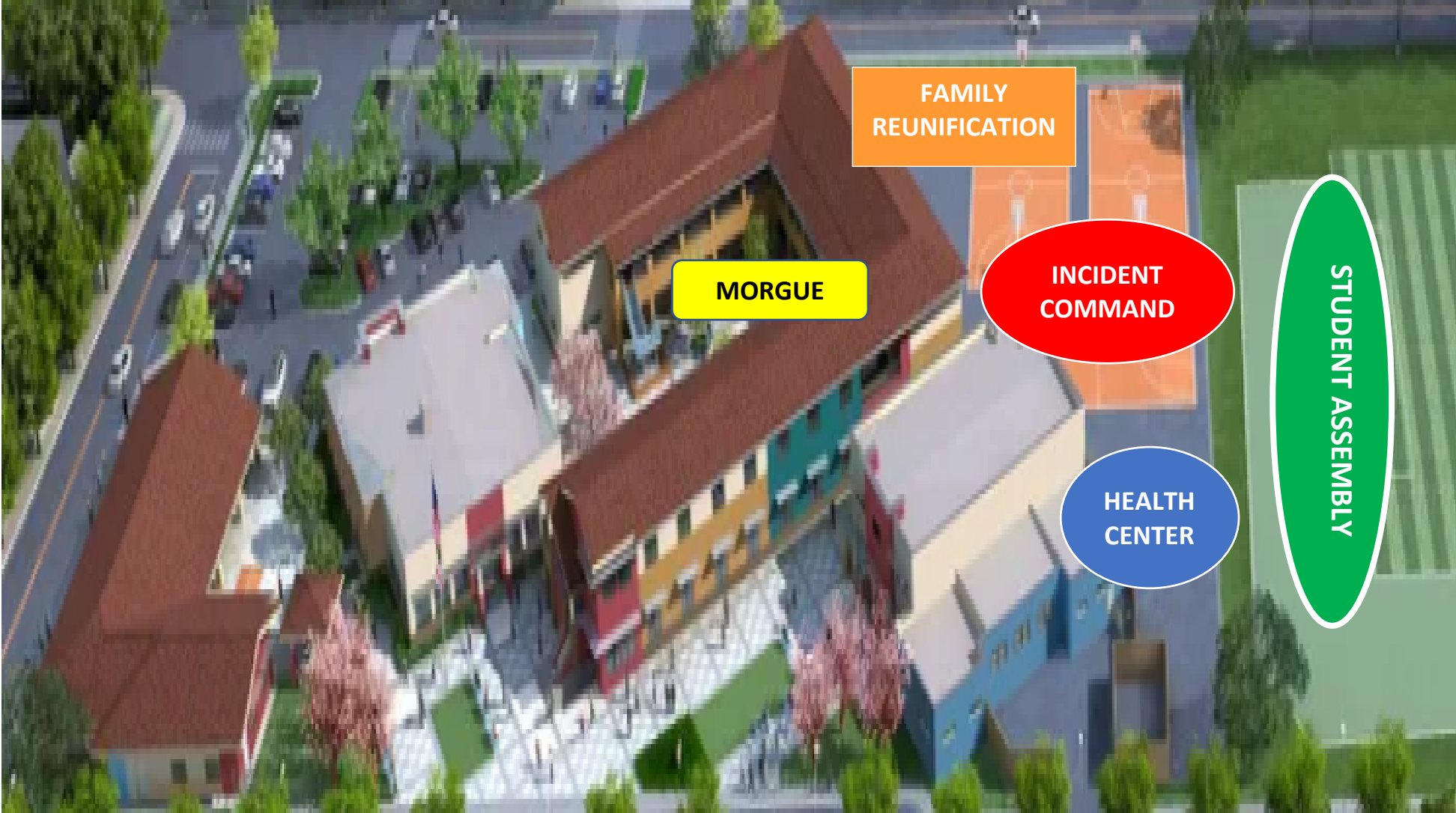
## 2020-2021 School Year

**School:** Elm Street School  
**CDS Code:** 56725386055289  
**District:** Oxnard School District  
**Address:** 450 East Elm Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 2021  
**Date of Review:** -with Staff  
 November 2020  
 -with Law Enforcement  
 November 2020  
 -with Fire Authority  
 November 2020

**Reviewed by:**

Name	Title	Signature	Date
Rosario V. Almanza	Principal		
	Police Department Representative		
	Fire Department Representative		
Berta Martinez	School Site Council Chair	<i>Berta Martinez</i>	1-28-2021
Cindee Hernandez	Teacher		
Ivette Zendejas	Teacher		
Ruben Tirado	Lead Custodian, Classified Staff Member		
Veronica Garcia	Counselor		
Cinthia Rivera	After-School Program Site Coordinator		1.29.2021

**EOP Map – Elm Street School**  
*Revised 1-31-2020*





# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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 11, 2021  
**Date of Review:** -with Staff  
 2/3//2021  
 -with Law Enforcement  
 2/3/2021  
 -with Fire Authority  
 2/3/2021

**Reviewed by:**

Name	Title	Signature	Date
Dr. Richard Caldwell	Principal		
Christina Huizar	Assistant Principal		
Dave De Los Santos	Assistant Principal		
N/A	Assistant Principal		
Angelica Pantoja	Counselor		
Amber Pergeson	Counselor		
Mark Urwick	Teacher		
Alex Cortez	Lead Custodian		
N/A	School Resource Officer		
Kristen Storey	SSC President		
Patty Avalos	Parent Member		

Name	Title	Signature	Date
Scott Brewer	Emergency Service Manager City Oxnard		

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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](http://www.oxnardsd.org) or in the Robert J. Frank Academy of Marine Science and Engineering's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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**

Dr. Richard Caldwell, 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)

#### 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)**

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.”

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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 4:00 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 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.

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.

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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. SRO is available on call for support.	Funding should be maintained for current campus assistants. Duty Schedule is created and monitored. Contact information for SRO is available to administrators.	Administration and SRO	Duty Schedule, number of referrals, and log of calls to SRO.
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	Continue to support funding sources for SRO officer.	Administrator	Log of interactions between site and SRO 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 starting point for behavior and conduct expected. guidelines that lead to their 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 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**

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 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](http://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	

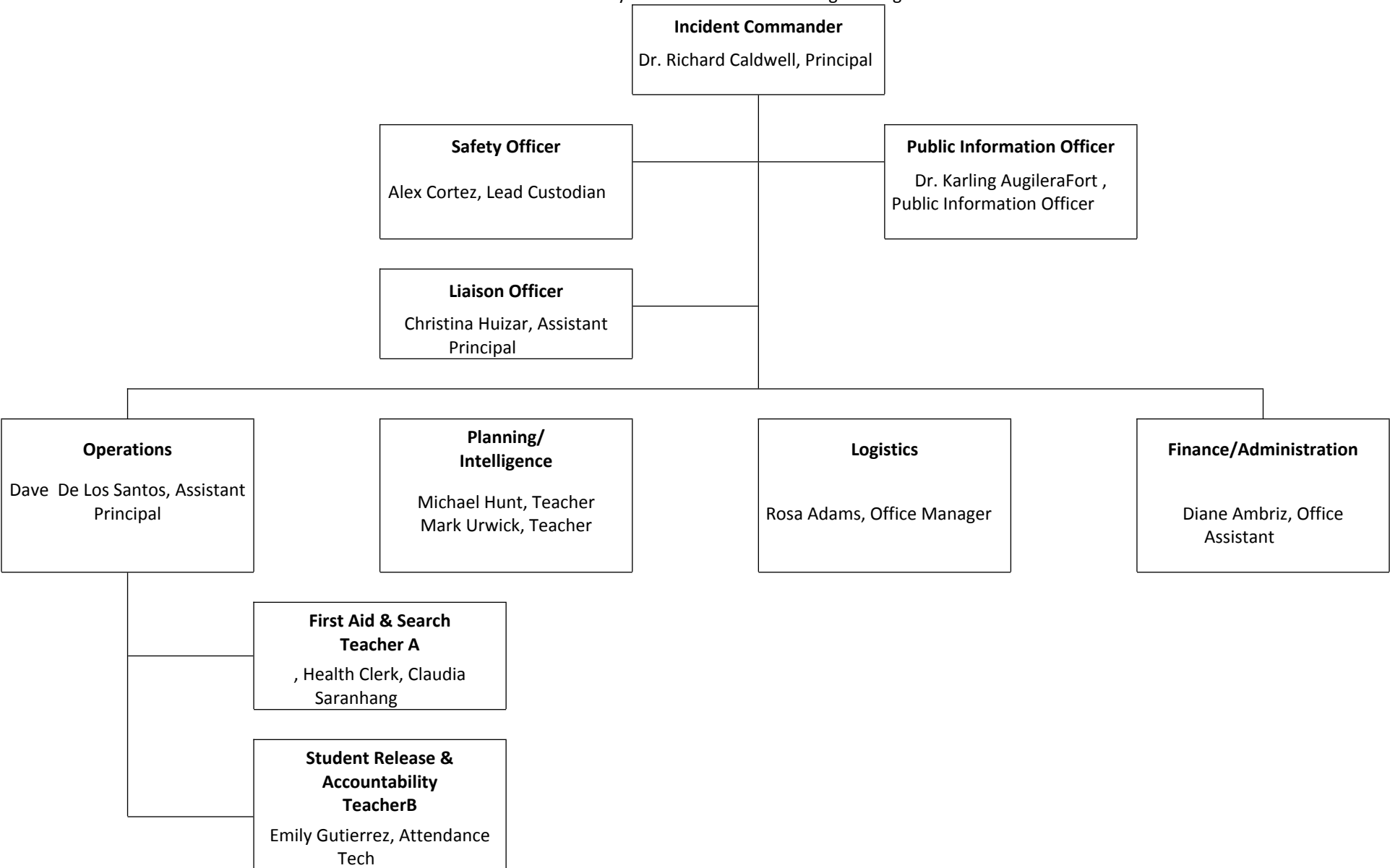
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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

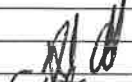
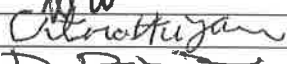
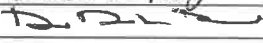
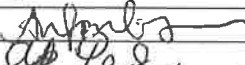
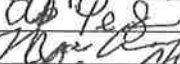
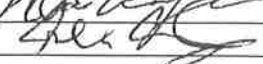
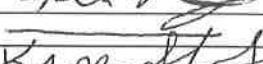
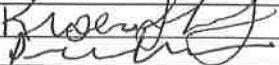
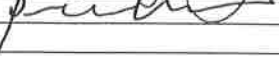
# Emergency Evacuation Map

# Comprehensive School Safety Plan SB 187 Compliance Document

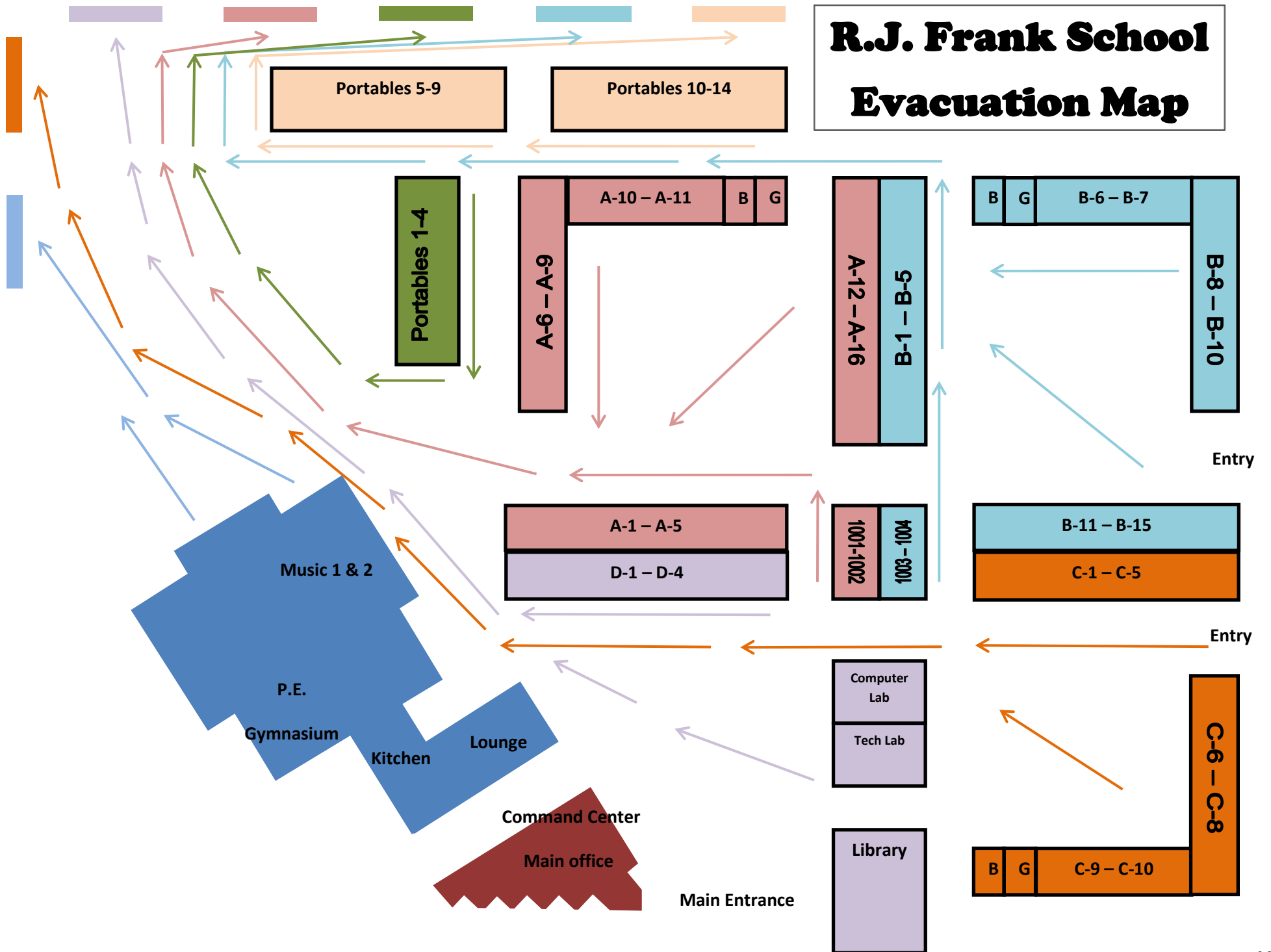
## 2020-2021 School Year

**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 11, 2021  
**Date of Review:** -with Staff  
 2/3//2021  
 -with Law Enforcement  
 2/3/2021  
 -with Fire Authority  
 2/3/2021

Reviewed by: 

Reviewer	Title	Signature	Date
Dr. Richard Caldwell	Principal		1/22/21
Christina Huizar	Assistant Principal		1/15/21
Dave De Los Santos	Assistant Principal		1/15/2021
N/A	Assistant Principal		
Angelica Pantoja	Counselor		1/15/21
Amber Pergeson	Counselor		1/15/21
Mark Urwick	Teacher		1/15/21
Alex Cortez	Lead Custodian		1-15/21
N/A	School Resource Officer		
Kristen Storey	SSC President		1/15/21
<i>Patty Avolos</i>	Parent Member		1/15/21
Scott Brewer	Emergency Service Manager City Oxnar		

# R.J. Frank School Evacuation Map







James Foster School

**STUDENT**  
ENTRANCE/EXIT

**STUDENT**  
ENTRANCE/EXIT

RJ Frank Academy  
of Marine Science and...

**STUDENT**  
ENTRANCE/EXIT

**STUDENT**  
**RELEASE**

701 North  
Juanita Avenue

**COMMAND**  
**POST**

**FIRST AID**  
**SERVICES**

**EVACUATION**  
**GATHERING**  
**AREA**

**MORGUE**

Google

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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 17, 2021  
**Date of Review:** -with Staff  
 January 21, 2021  
 -with Law Enforcement  
 January 21, 2021  
 -with Fire Authority  
 January 21, 2021

**Reviewed by:**

Name	Title	Signature	Date
Chantal Anderson Witherspoon	Principal		
Genaro Magana	Coordinator of Safety Plan (A.P.)		
Linda Stevens	Teacher		
Paul White	Teacher		
Wilburn Ray	SSC parent representative		
Jen Estes	Teacher		
Angelica Garibay	classified staff member		
Scott Brewer	Emergency Manager for Oxnard		
John Miller	Teacher		
Sam Reveles	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](http://www.oxnardsd.org) or in the Fremont Academy of Environmental Science and Innovative Design's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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), Genaro Magana (Assistant Principal & Safety Committee Coordinator), Officer Kevin Thompson (Oxnard Police Officer), Paul White (Teacher), Linda Stevens (Teacher), Sam Reveles (Teacher), Jen Estes (Teacher), John Miller (teacher), Angelica Garibay (classified member), Scott Brewer (Emergency Manager for Oxnard), and Wilburn Ray (Parent & SSC Representative).

### Assessment of School Safety

Emergency drills are conducted on a monthly basis. The Oxnard PD participates in our 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, California Healthy Kids Survey, 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.

## 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])**

##### **(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 (Cowboys, Lakers, etc.). 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)**

\*Once arriving 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. The assistant principal's secretary 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.

Oxnard Police Department will conduct an annual threat assessment of our campus and report to staff. As a result of threat assessments by the Oxnard Police Department, staff can differentiate between a Level 1 and a Level 2 lockdown.

The 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.

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 district office as needed.

The Principal/Assistant Principal greets students at the front of the school every morning. The lead custodian open gates for buses at 8:00 a.m. on a daily basis, the assistant principal opens the front gate and monitors 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. 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 2021.
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 2020.
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 2021.
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 2021.

**Component:**  
Disaster Preparedness

**Element:**

School Safety

**Opportunity for Improvement:**

Emergency bags &amp; 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-Genaro Magana	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-Genaro Magana	Goal: Establish Reunification procedures by Fall 2021.
Provide feedback to staff on disaster drills to improve performance.	AP to email feedback to staff following each drill.	N/A	Assistant Principal-Genaro Magana	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 - Genaro Magana	Goal: Arrange meeting with City of Oxnard traffic engineering by Fall 2021
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 2021.	District will provide NCPI training.	Assistant Principal - Genaro Magana	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	Genaro Magana (Assistant Principal) & Facilities staff.	Goal: 100% of classroom and cafeteria doors repaired as needed.
Purchase golf cart.	Submit a written request to Principal Witherspoon to purchase golf cart.	School funds.	Genaro Magana (Assistant Principal)	Goal: Golf cart will be purchased by summer 2020.
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.



# 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.
  - 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**

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](http://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	

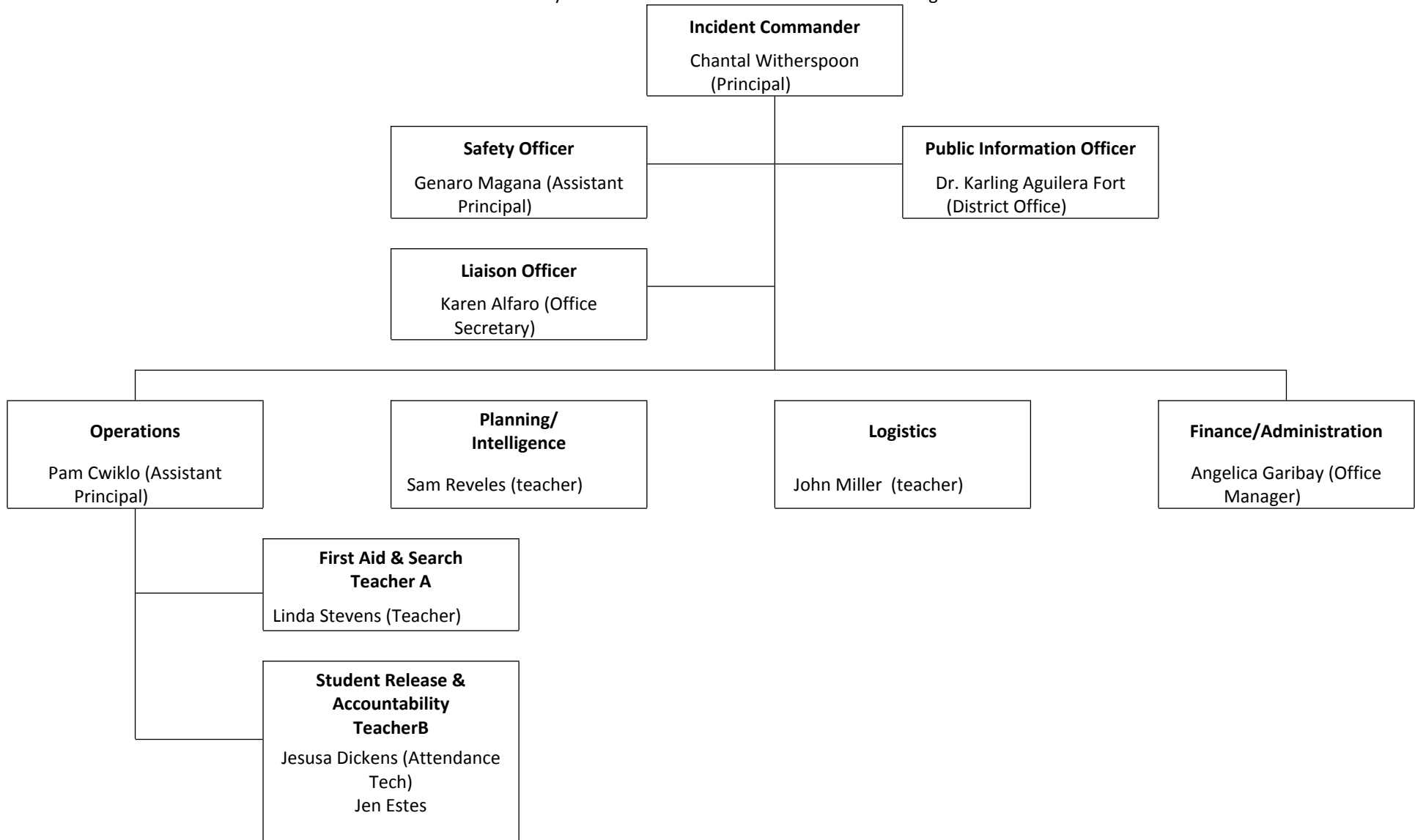
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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.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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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



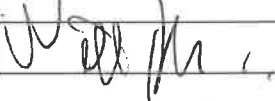
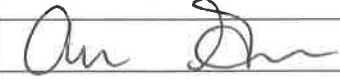


# Emergency Evacuation Map

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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 17, 2021  
**Date of Review:** -with Staff  
 January 21, 2021  
 -with Law Enforcement  
 January 21, 2021  
 -with Fire Authority  
 January 21, 2021

**Reviewed by:**

Name	Title	Signature	Date
Chantal Anderson Witherspoon	Principal		1/25/2021
Genaro Magana	Coordinator of Safety Plan (A.P.)		
Linda Stevens	Teacher		1/28/2021
Paul White	Teacher		
Wilburn Ray	SSC parent representative		2-1-21
Jen Estes	Teacher		
Angelica Garibay	classified staff member		1/29/21
Scott Brewer	Emergency Manager for Oxnard		
John Miller	Teacher		1/28/21
Sam Reveles	Teacher		1-28-21

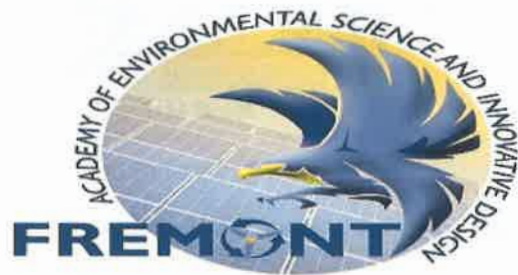
## Comprehensive School Safety Plan SB 187 Compliance Document

**2020-2021 School Year**

**School:** Fremont Academy of Environmental Science and Innovative Design  
**CD# Code:** 56725386055313  
**District:** Oxnard School District  
**Address:** 1130 North M Street  
 Oxnard, CA 93030  
**Date of Adoption:** February 17, 2021  
**Date of Review:** -with Staff  
 January 21, 2021  
 -with Law Enforcement  
 January 21, 2021  
 -with Fire Authority  
 January 21, 2021

**Reviewed by:**

Name	Title	Signature	Date
Chantal Anderson Witherspoon	Principal	<i>Chantal A. Witherspoon</i>	1/25/2021
Genaro Magana	Coordinator of Safety Plan (A.P.)	<i>G. Magana</i>	1/29/2021
Linda Stevens	Teacher	<i>Linda Stevens</i>	1/28/2021
Paul White	Teacher		
Wilburn Ray	SSC parent representative		
Jen Estes	Teacher		
Angelica Garibay	classified staff member	<i>Angelica Garibay</i>	1/29/21
Scott Brewer	Emergency Manager for Oxnard		
John Miller	Teacher	<i>John Miller</i>	1/28/21
Sam Reveles	Teacher	<i>Sam Reveles</i>	1-28-21



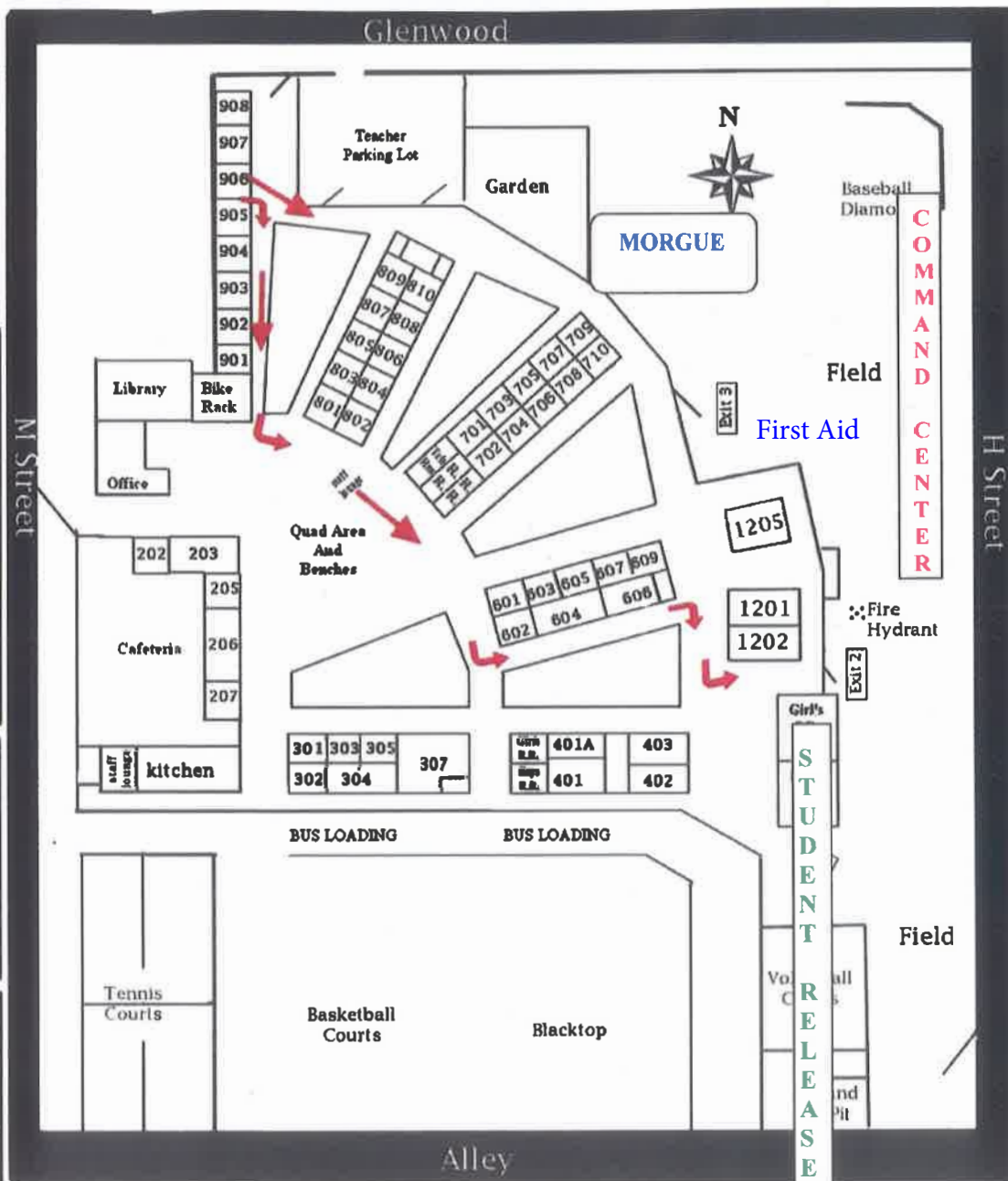
Portables 906-908 use Exit #3

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

## 2020-2021 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:** 1/18/19  
**Date of Review:** -with Staff  
 1/28/20  
 -with Law Enforcement  
 1/23/20  
 -with Fire Authority  
 1/31/20

**Reviewed by:**

Name	Title	Signature	Date
Rosaura Castellanos	Principal		
Cristina Sanchez	Office Manager		
Brandon Mascorro	School Resource Officer		
Scott Brewer	Emergency Services Manager		
Amanda Dempsey	PBIS Team Member/Parent		
Fernando Hernandez	School Site Council President		

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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](http://www.oxnardsd.org) or in the Norma Harrington Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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, 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  
Brandon Mascorro, School Resource Officer, OPD  
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)

#### 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)**

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 front gate(Olive) 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 Olive 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/Olive intersection
- Parents dropping off students must use the safe drop off area located through the Gisler entrance.
- Parents using the front gate for drop off, must park and walk their student to the gate. .
- 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 Gisler/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/Olive 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)

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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, coordinate with SRO when appropriate. 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:

- 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, 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](http://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

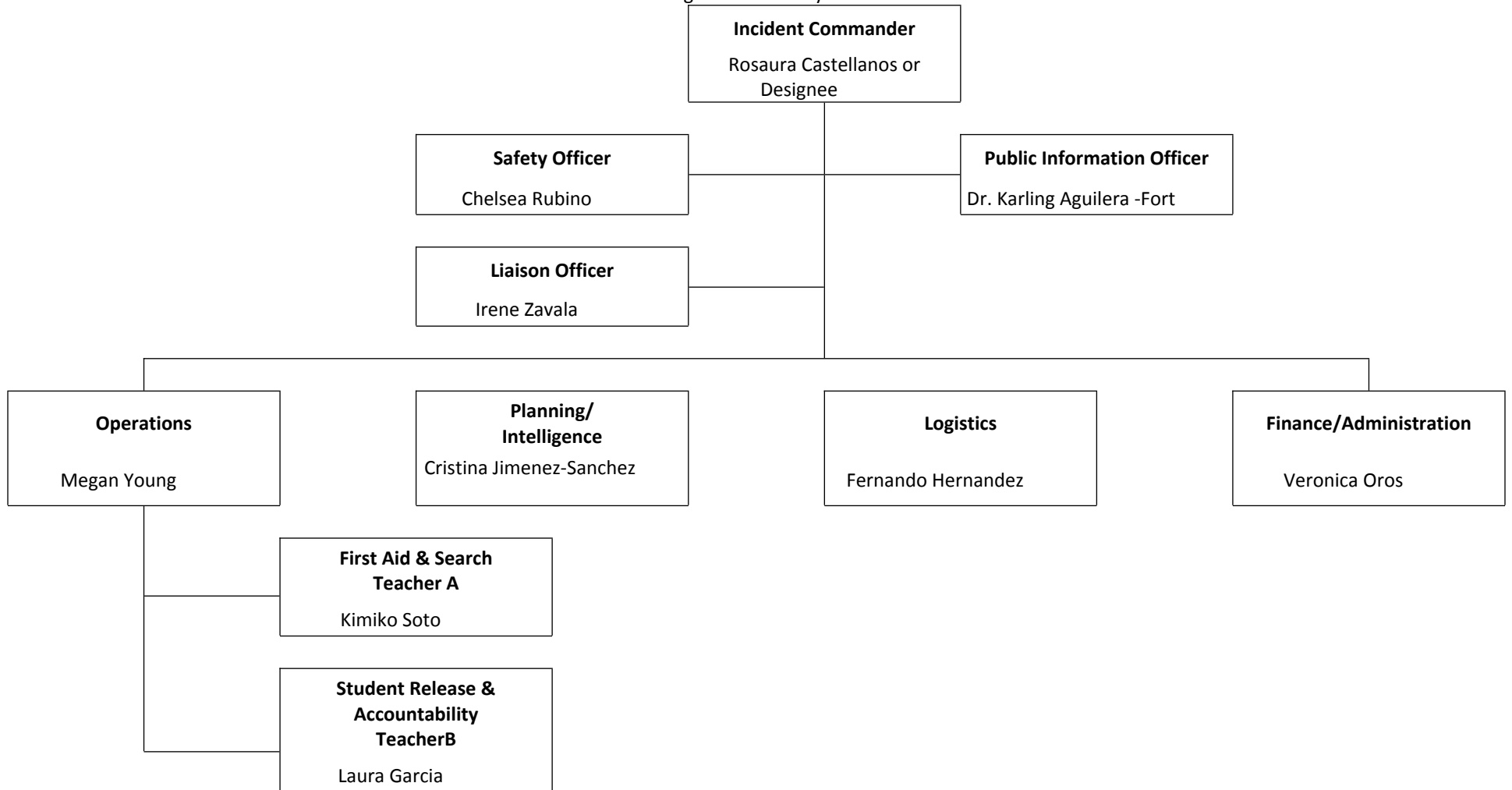
Organization	Elm Street School
Address	450 E Elm St
Contact	Rosario Almanza
Phone Number	805-385-1533
Date of Agreement	

### 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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map

Building 500

Building 400

Building 300  
1st Floor

Building 200

Building 300  
2nd Floor

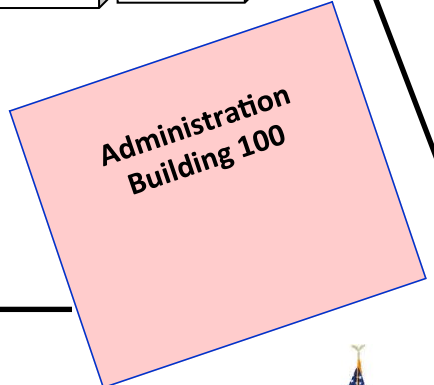
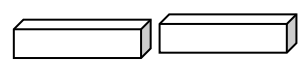
Emergency Supply

C

Legend:

- Second Floor
- First Floor
- Stairs

Command Post

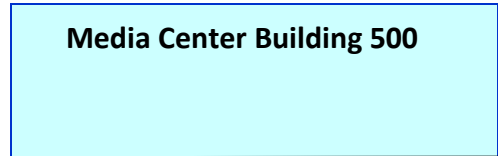
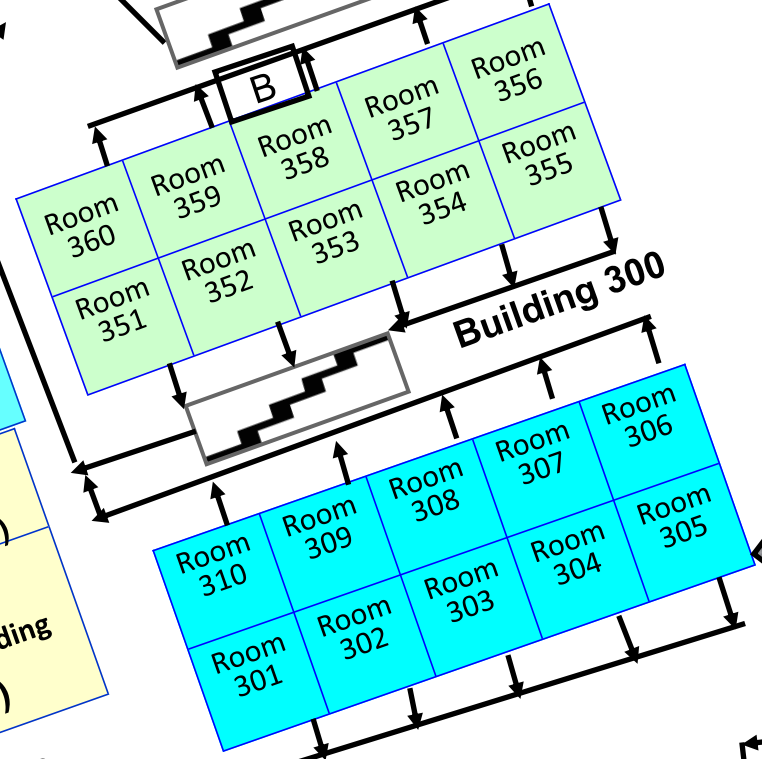
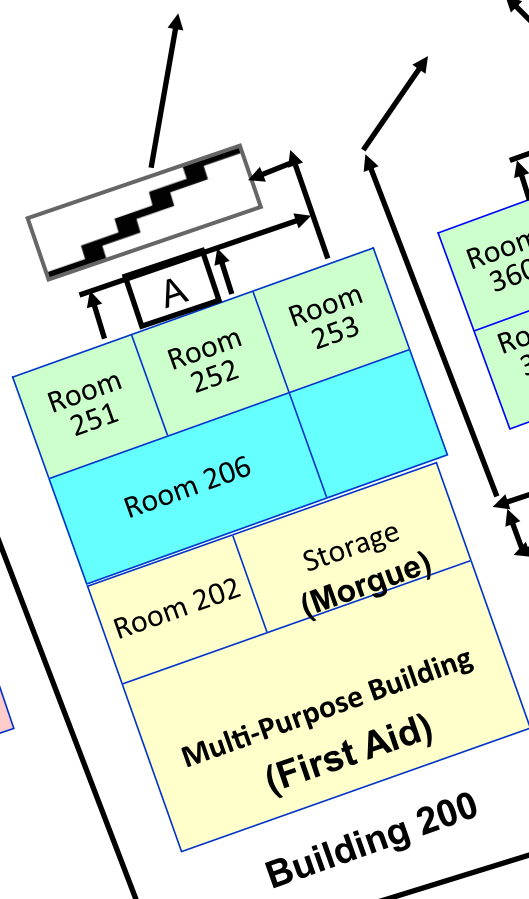


Administration Building 100

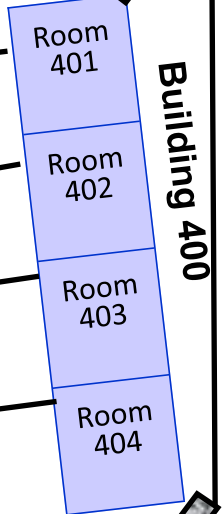


Gate: Main Entrance

Harrington Elementary School  
 451 East Olive Street  
 Oxnard CA 93033  
 Tel. No. 805-3851542



Media Center Building 500



Utility Shutoff

Gisler Avenue

Building 400


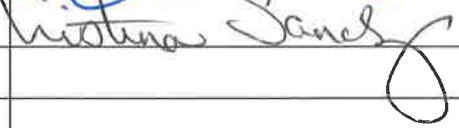
East Olive Street

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 1/18/19  
**Date of Review:** -with Staff  
 1/28/20  
 -with Law Enforcement  
 1/23/20  
 -with Fire Authority  
 1/31/20

**Reviewed by:**

Name	Title	Signature	Date
Rosaura Castellanos	Principal		1/12/2021
Cristina Sanchez	Office Manager		1/12/2021
Brandon Mascorro	School Resource Officer		
Scott Brewer	Emergency Services Manager		
Amanda Dempsey	PBIS Team Member/Parent		1/19/2021
Fernando Hernandez	School Site Council President		1/15/2021

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Kamala School  
**CDS Code:** 56725386055339  
**District:** Oxnard School District  
**Address:** 634 West Kamala Street  
 Oxnard, CA 93033  
**Date of Adoption:** 2020-2021  
**Date of Review:** -with Staff  
 2/10/21  
 -with Law Enforcement  
 1/29/20  
 -with Fire Authority  
 1/31/20

**Reviewed by:**

Name	Title	Signature	Date
Jodi Nocero	Principal		
Gaby Torres	Assistant Principal		
Bianca Ordaz	ORC/Afterschool Program Coordinator		
Gicela Calderon	Teacher		
Scott Brewer	Fire Department Representative		
Liz Moreno	Attendance Technician		
Rhiannon Kingston	School Site Council		
Officer Jodie Schwabauer	OPD SRO		
Wendy Marinez	School Counselor		
Sean Pfrang	Lead Custodian		



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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](http://www.oxnardsd.org) or in the Kamala School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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 also realize that in order to provide students with a successful learning environment, we must implement a safe school plan.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Kamala School Safety Committee**

Jodi Nocero, Principal  
Gaby Torres, Assistant Principal  
Gicela Calderon, Teacher  
Wendy Marinez, School Counselor  
Bianca Ordaz, ORC/Afterschool Program Coordinator  
Officer Jodie Schwabauer, Oxnard Police Department  
Liz Moreno, Attendance Technician  
Sean Pfrang, Lead Custodian  
Patricia Vargas, Parent

### **Assessment of School Safety**

Principal Jodi Nocero 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.

The lead custodian and Kamala administration conduct a monthly safety inspection. Any necessary findings are reported to the Oxnard District Office.

Data from office referrals, attendance rates, suspensions and the California Healthy Kids Survey is reviewed with staff and parents during meetings.

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

### **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.

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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 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.

#### **(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 am to 2:10 pm. for students from grades 1-5 and 8 am to 2:28 pm for students from grades 6-8. The regular school day for kindergarten students is from 8 am to 1:17 pm. (with the exception of students attending 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 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 the 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 7:15 am. School office hours are 7:30 am to 4 pm.
- Students exit through main office gate, 305 gate, and 601 gate 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 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 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:**

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 beginning of year.	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.
Safe egress from San Miguel to Kamala during emergency drills	Monitor the egress during safety drills.	Campus supervisor schedule Gate assignment schedule	Principal Assistant Principal	Safety Form
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	Monthly meetings	Meeting agendas Campus Supervisor playground reports	Principal Assistant Principal	Notes from meetings
Office Staff meetings to review protocols for student release	Monthly 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 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	Office Clerk will print monthly class rosters or update rosters as students enroll and give to teacher. Teacher will place in backpack	Class lists	Principal Office Clerk II 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.	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 School Counselor	Ongoing. (Behavior reports) Feedback from teachers, parents and students.
Cyber bullying/Social Media Presentation	OPD Officer to present to 6th-8th Grade Classes	OPD Detective School Counselor Assistant Principals	OPD	Ongoing
Positive Behavior Support Committee	Meet regularly with committee members to address behavior concerns or needs, and support CHAMPS implementation.	Committee members (teachers) Assistant Principals Principal	Assistant Principal Principal	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 Principals 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 Principals	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 my 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 your 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 and others
- Own your words and actions
- React responsibly
- Be on time and prepared for class

Consequences:

- Referral to office
- Follow Office Discipline referral process
- After school detention
- Time in office
- Parent meeting
- Teacher-parent meeting
- Suspension
- Expulsion
- Community Service

Positive Reinforcements:

- Monthly awards assemblies
- Celebrations
- Student artwork in classrooms and hallways
- Tiger-cub program
- AR awards
- IXL awards
- Daily School-wide announcements

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. 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](http://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	

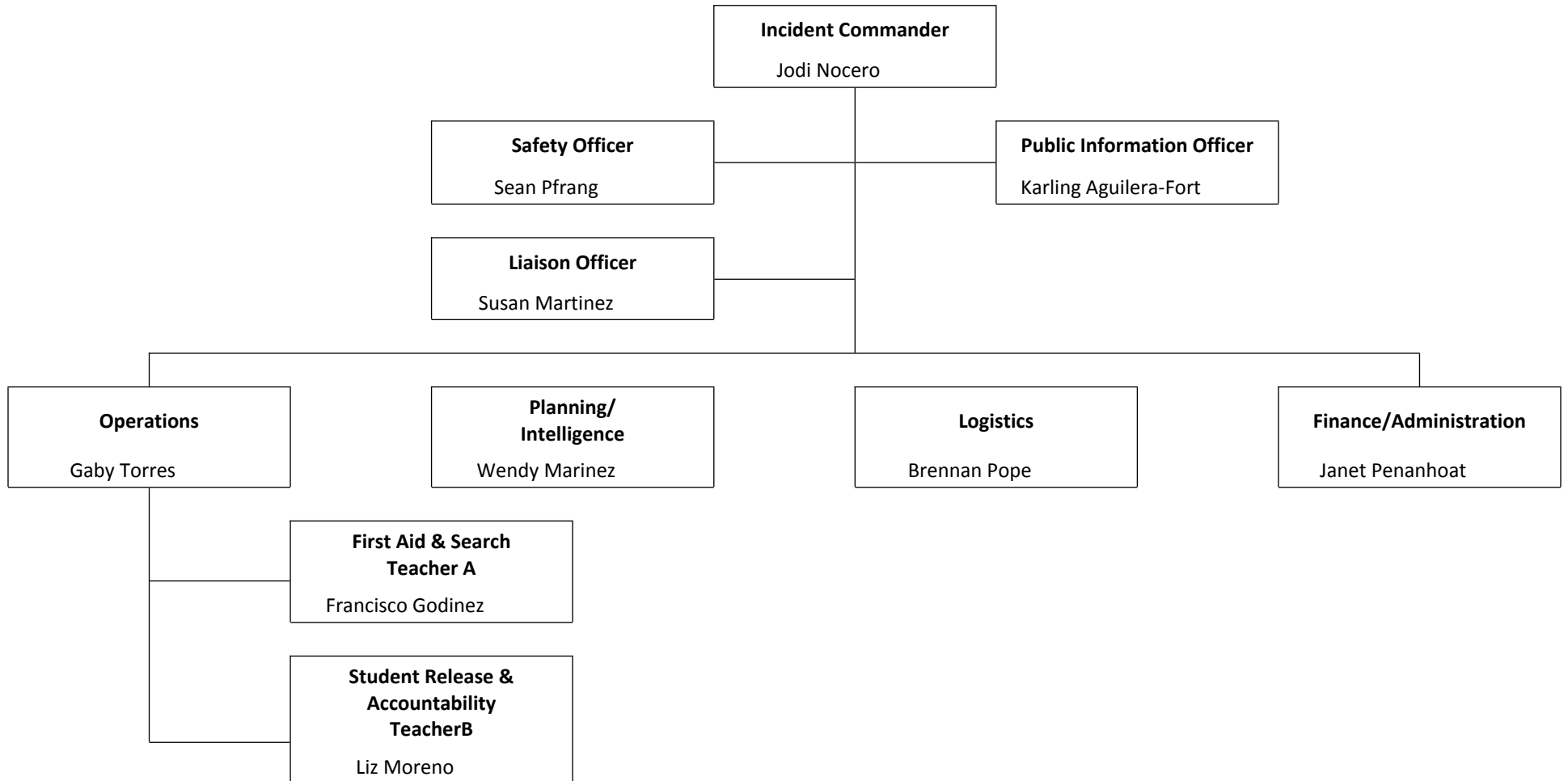
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Lopez Academy
Address	647 Hill 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.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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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



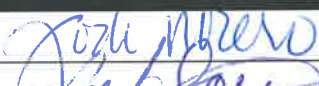


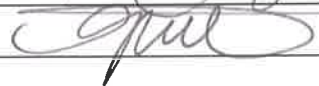
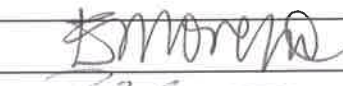
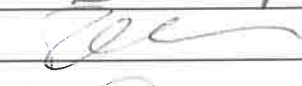


# Emergency Evacuation Map

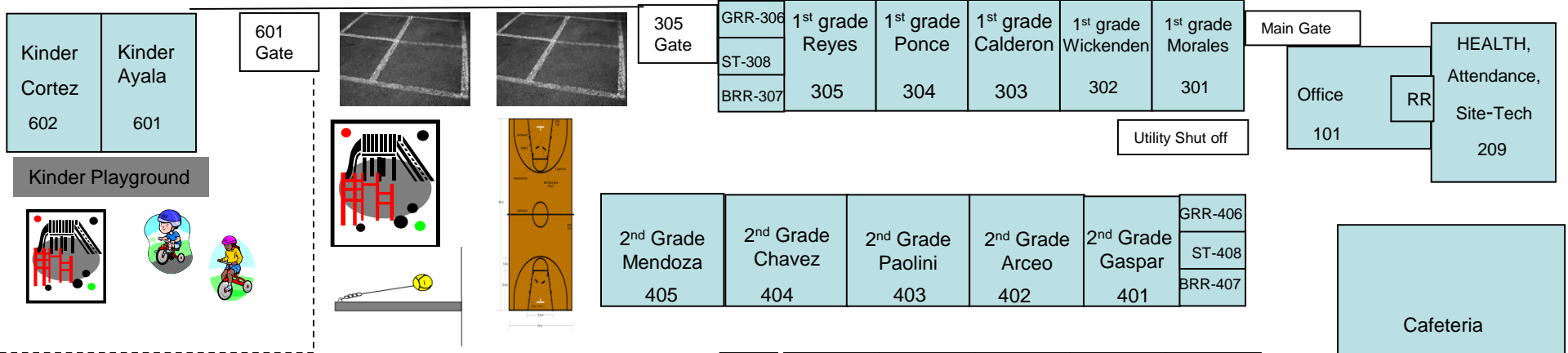
# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

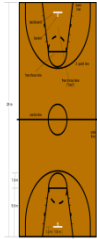
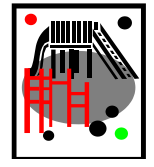
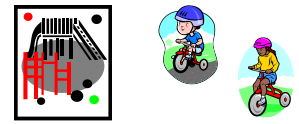
**School:** Kamala School  
**CDS Code:** 56725386055339  
**District:** Oxnard School District  
**Address:** 634 West Kamala Street  
 Oxnard, CA 93033  
**Date of Adoption:** 2020-2021  
**Date of Review:** -with Staff  
 1/27/21  
 -with Law Enforcement  
 1/29/20  
 -with Fire Authority  
 1/31/20

**Reviewed by:**

Name	Title	Signature	Date
Jodi Nocero	Principal		1/21/21
Gaby Torres	Assistant Principal		1/28/21
Bianca Ordaz	ORC/Afterschool Program Coordinator		1/28/21
Gicela Calderon	Teacher		1/28/21
Scott Brewer	Fire Department Representative		
Liz Moreno	Attendance Technician		1-26-21
Rhiannon Kingston	School Site Council		1/21/21
Officer Jodie Schwabauer	OPD SRO		
Wendy Martinez	School Counselor		01/21/21
Sean Pfrang	Lead Custodian		1/21/21



Kinder Playground



2nd Grade Mendoza 405	2nd Grade Chavez 404	2nd Grade Paolini 403	2nd Grade Arceo 402	2nd Grade Gaspar 401	GRR-406
					ST-408
					BRR-407

Cafeteria 201

P2P 2<sup>ND</sup> Floor

ELA 7 Avila 212	Science 8 Kingston 201
SS 7 Burchmore 211	Common Room
Math 7 Mejia 210	Science 7 Forrest 202
Math 8 Cortez 209	RR
ELA 8 Godinez 208	stairs
SS 8 Beck 207	6th Ford 203
RSP 6-8 Kirk	6th Ceja 204
Elev Art 7/8 gonzalez 223	6th Scholbrock 206
	6th Donovan 205

P2P 1<sup>st</sup> Floor

4th Alfaro 112	Kinder Aranzazu 101
4th Devine 111	Common Room
4th DeMars 110	Kinder Haupt 102
4th Bragg 109	RR
5th Mason 108	stairs
5th Gerber 107	RR
K-5 Rm 131 Abbey RSP	Speech Newton 103
Taylor	RSP6-8 Becerra 104
5th Kinberg 106	Counselor Ms. Wendy 125
5th Inglehart 105	

3rd Grade Galvan 505	3rd Grade Mead 504	3rd Grade Arciniega 503	3rd Grade Serrano 502	3rd Grade Manzo 501
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4/5 Combo-Aguirre 805	Library Ms. Yoli 804
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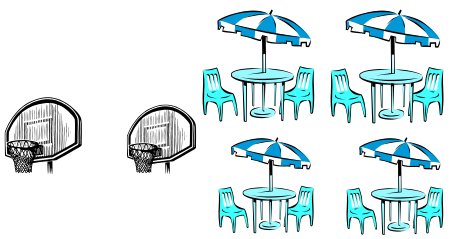
203 Kitchen

Lounge 209

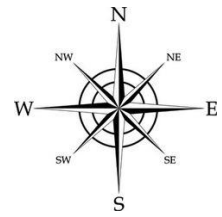
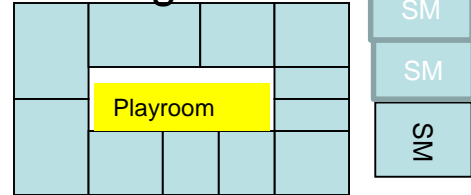
Workroom 210

Emergency Vehicle Entrance

Girls P.E. 1001
Boys P.E. Williams-6th Lanning-7th Browning-8th 1002
6th-8th Art Johnson 903

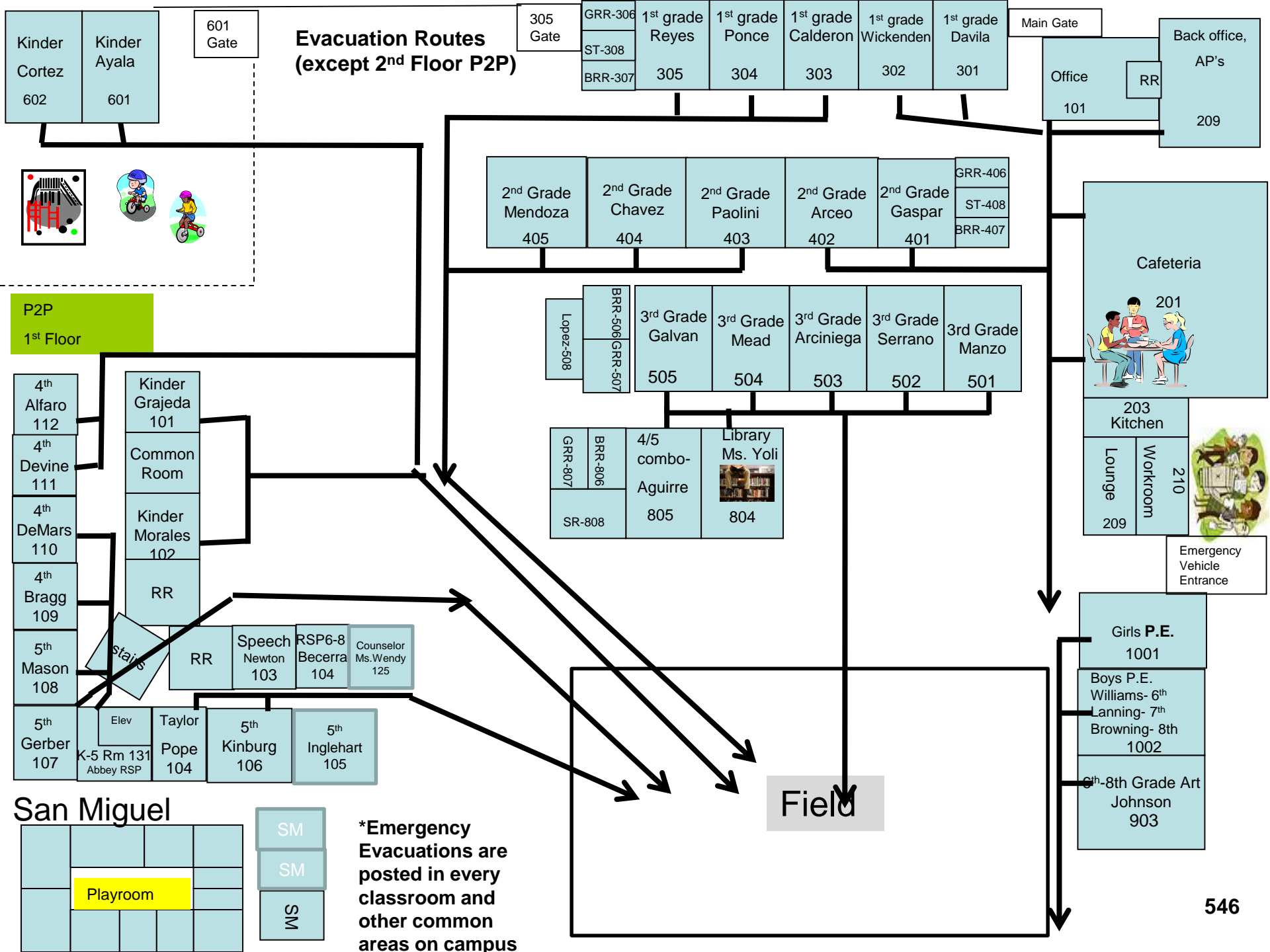


San Miguel



2019-2020





# Evacuation Routes (For 2<sup>nd</sup> Floor P2P)

Kinder Cortez 602  
Kinder Ayala 601

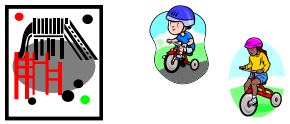
601 Gate

305 Gate

GRR-306	1 <sup>st</sup> grade Reyes	1 <sup>st</sup> grade Ponce	1 <sup>st</sup> grade Calderon	1 <sup>st</sup> grade Wickenden	1 <sup>st</sup> grade Davila
ST-308	305	304	303	302	301
BRR-307					

Main Gate

Office 101  
RR  
HEALTH, Attendance, Site-Tech 209



2 <sup>nd</sup> Grade Mendoza 405	2 <sup>nd</sup> Grade Chavez 404	2 <sup>nd</sup> Grade Paolini 403	2 <sup>nd</sup> Grade Arceo 402	2 <sup>nd</sup> Grade Gaspar 401	GRR-406
					ST-408
					BRR-407

Lopez-508	BRR-506	GRR-507	3 <sup>rd</sup> Grade Galvan 505	3 <sup>rd</sup> Grade Mead 504	3 <sup>rd</sup> Grade Arciniega 503	3 <sup>rd</sup> Grade Serrano 502	3 <sup>rd</sup> Grade Manzo 501
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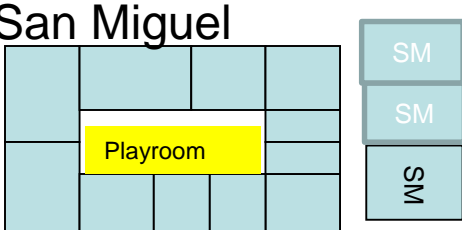
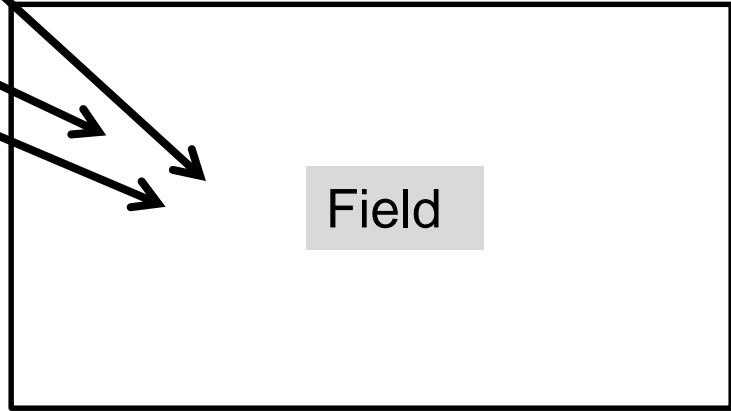
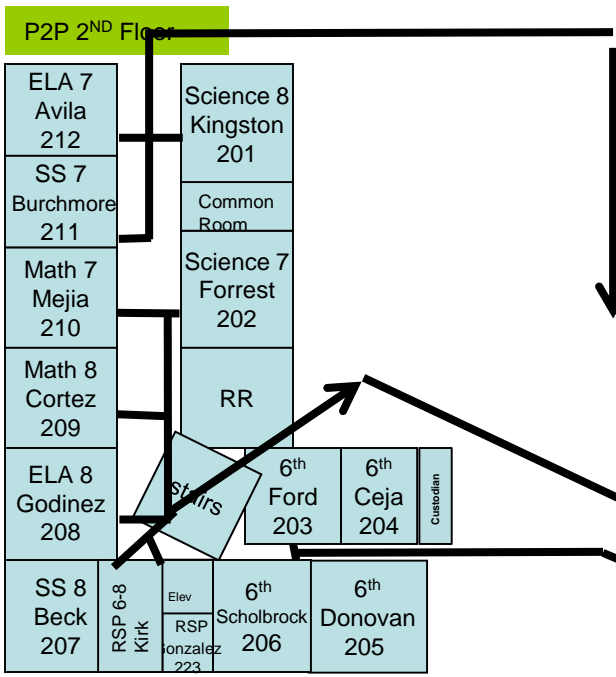
GRR-807	BRR-806	4/5 combo-Aguirre 805	Library Ms. Yoli 804
SR-808			

Cafeteria 201

203 Kitchen  
Lounge 209  
Workroom 210

Emergency Vehicle Entrance

Girls P.E. 1001  
Boys P.E. Williams- 6<sup>th</sup> Lanning- 7<sup>th</sup> Browning- 8<sup>th</sup> 1002  
Grade Johnson 903



# Disaster Area Map

601 Gate

Kinder Cortez 602	Kinder Ayala 601
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305 Gate

GRR-306	1st grade Reyes 305	1st grade Ponce 304	1st grade Calderon 303	1st grade Wickenden 302	1st grade Davila 301
ST-308					
BRR-307					

Main Gate

Student Request / Release Gate

Office 101

RR

HEALTH, Attendance, Site-Tech 209

P2P  
1st Floor

4th Alfaro 112	Kinder Grajeda 101
4th Devine 111	Common Room
4th DeMars 110	Kinder Morales 102
4th Bragg 109	RR
5th Mason 108	stairs
5th Gerber 107	RR
Elev	Speech Newton 103
K-5 Rm 131 Abbey RSP	RSP6-8 Becerra 104
Taylor Pope 104	Counselor Ms. Wendy 125
5th Kinburg 106	
5th Inglehart 105	

2nd Grade Mendoza 405	2nd Grade Chavez 404	2nd Grade Paolini 403	2nd Grade Arceo 402	2nd Grade Gaspar 401	GRR-406
					ST-408
					BRR-407

Lopez-508	BRR-506	GRR-507	3rd Grade Galvan 505	3rd Grade Mead 504	3rd Grade Arciniega 503	3rd Grade Serrano 502	3rd Grade Manzo 501
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Incident Command Post

Morgue

GRR-807	BRR-806	4/5 Combo Aguirre 805	Library Ms. Yoli 804
SR-808			

First Aid Services/Medical Treatment Area

Cafeteria 201

203 Kitchen

Lounge 209

Workroom 210

Emergency Vehicle Entrance

Girls P.E. 1001

Boys P.E. Williams- 6th Lanning- 7th Browning- 8th 1002

Emergency Supplies

Art 6-8 Johnson 903

San Miguel

				SM
				SM
	Playroom			SM

Field

Assembly Area

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** January 28, 2019  
**Date of Review:** -with Staff  
 January 31, 2020  
 -with Law Enforcement  
 January 31, 2020  
 -with Fire Authority  
 January 31, 2020

**Reviewed by:**

Name	Title	Signature	Date
Allison Cordes	Principal		
Elva Gonzales-Nares	Assistant Principal		
Jennifer Braun	Teacher, Safe & Civil Committee		
Michelle Robledo-Canchola	Teacher, President, School Site Council		
Elizabeth Cervantes	School Counselor		
Mercedes Juarez	Parent, President, English Learner Advisory Committee		
Elsa Garcia	Parent, School Site Council		
	Fire Department Representative		

Name	Title	Signature	Date
	Oxnard 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](http://www.oxnardsd.org) or in the Lemonwood K-8 School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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  
Elva Gonzales-Nares, Assistant Principal  
Jennifer Braun, Teacher  
Heidi Llamas, Teacher  
Elizabeth Cervantes, Counselor  
Gabby Serrano, Classified Staff

### **Assessment of School Safety**

Safety is assessed in a variety of ways at Lemonwood. The Panorama and California Healthy Kids Survey are 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)

## 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 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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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)**

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 (i.e. sports teams, high socks, etc.), sex, violence or profanity.
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 midribs 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, 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 7:15 am. The main gate and the Kindergarten gate to enter the campus are open at 7:45 am. School office hours are 7:25 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 2:30 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.

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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.
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.
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>	Traffic Officer, Campus Assistants, Staff	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

**(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](http://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	

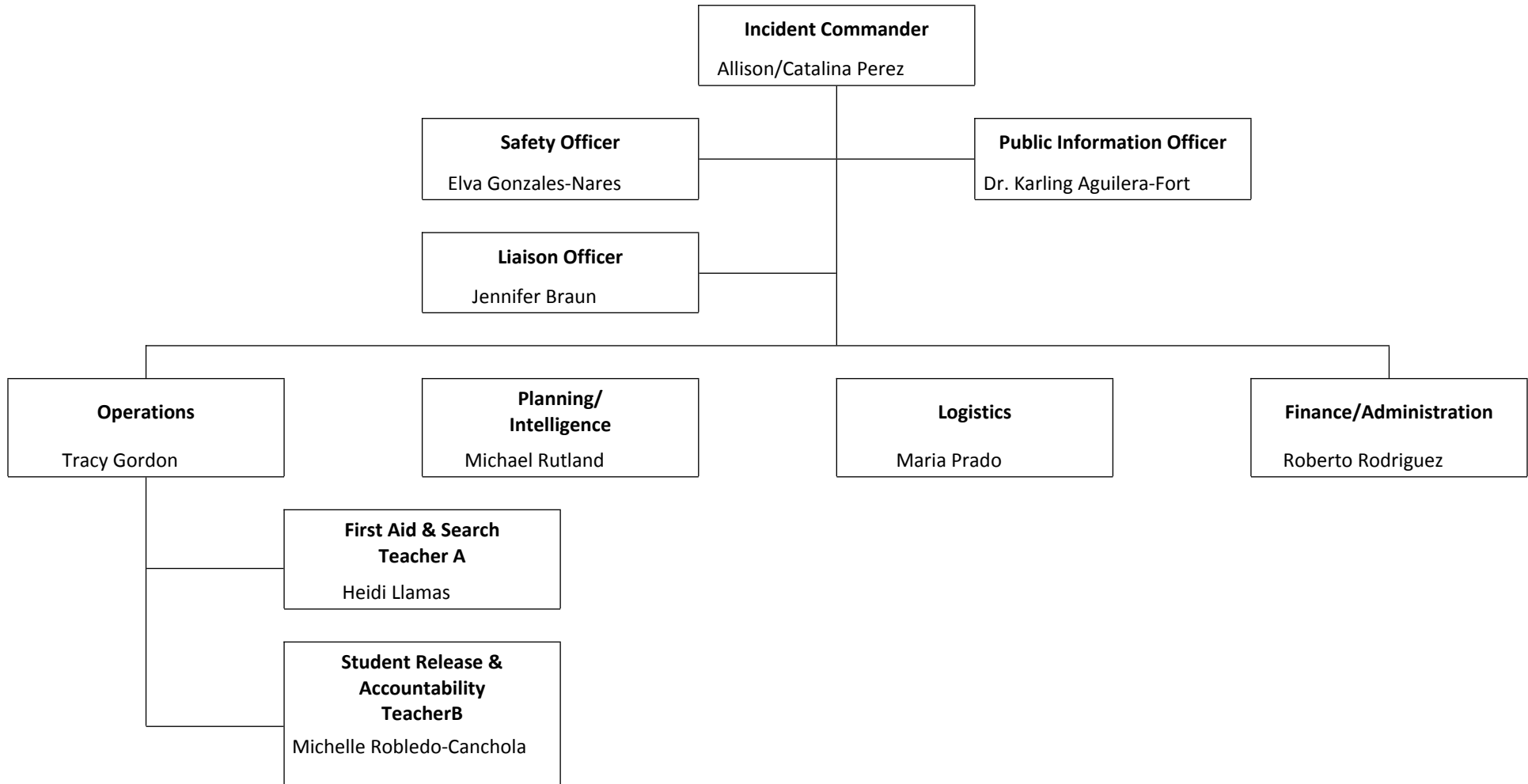
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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**

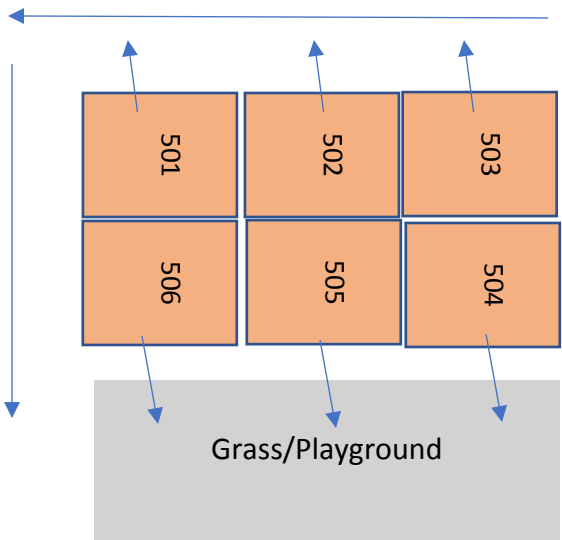
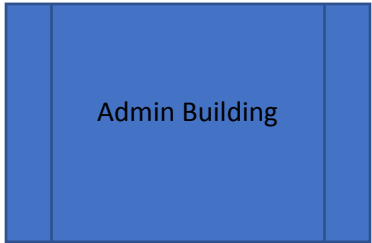
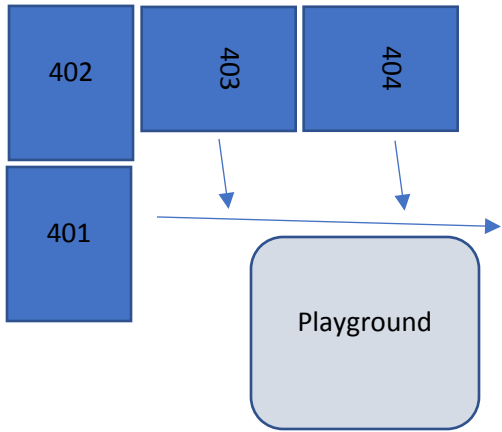
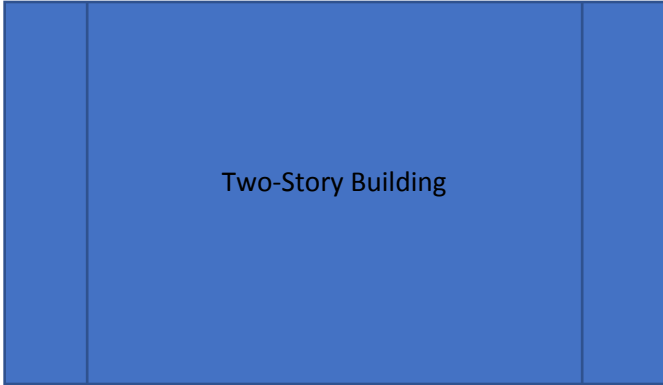
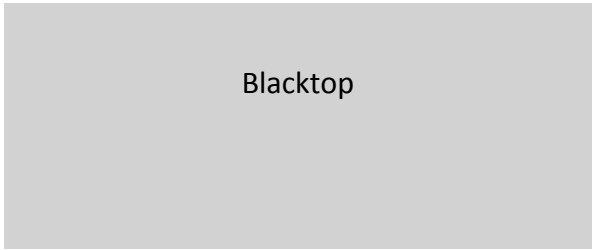
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- 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

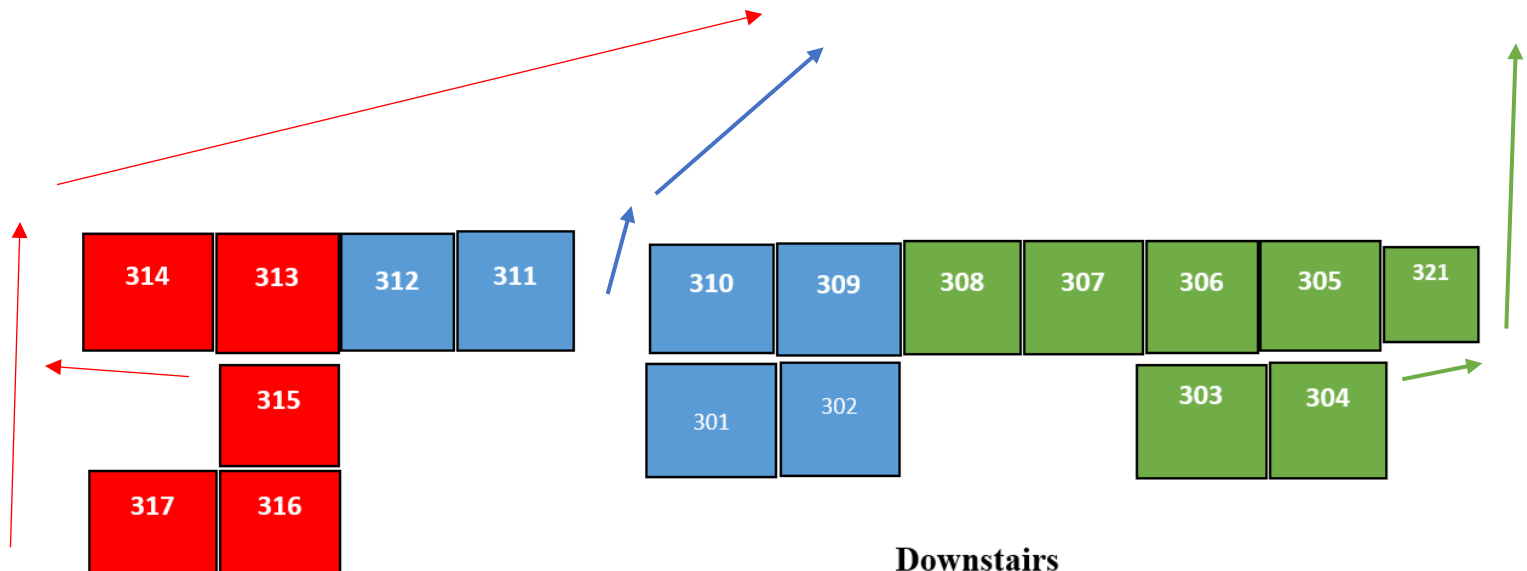
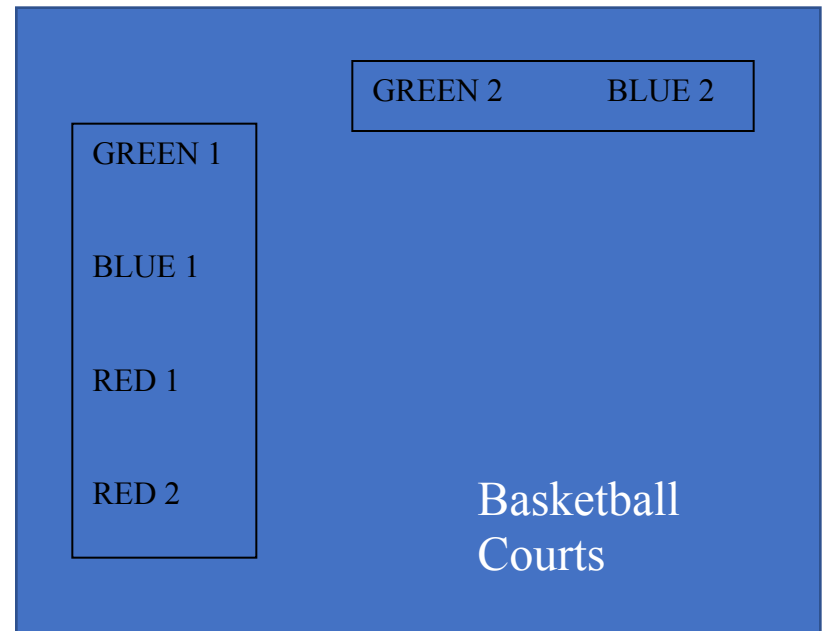
### **Emergency / Disaster Materials**

- 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

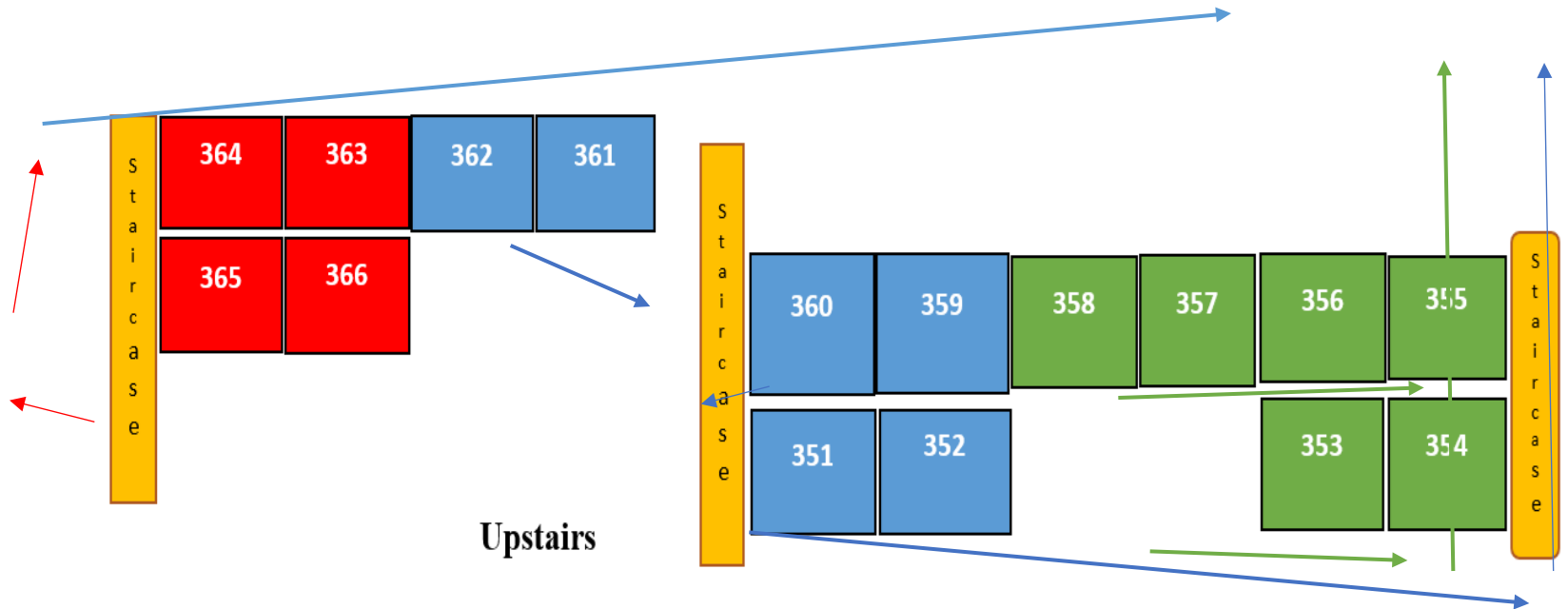
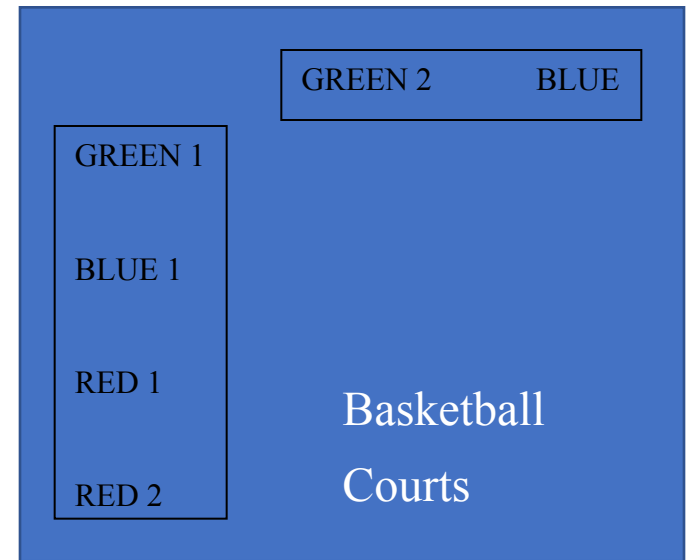
# Emergency Evacuation Map



# Evacuation Path



# Evacuation Path



MPR



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** January 28, 2019  
**Date of Review:** -with Staff  
 January 31, 2020  
 -with Law Enforcement  
 January 31, 2020  
 -with Fire Authority  
 January 31, 2020

**Reviewed by:**

Name	Title	Signature	Date
Allison Cordes	Principal		
Elva Gonzales-Nares	Assistant Principal		
Jennifer Braun	Teacher, Safe & Civil Committee		
Michelle Robledo-Canchola	Teacher, President, School Site Council		
Elizabeth Cervantes	School Counselor	<i>Elizabeth Cervantes</i>	
Mercedes Juarez	Parent, President, English Learner Advisory Committee		
Elsa Garcia	Parent, School Site Council		
	Fire Department Representative		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

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 January 31, 2020

**Reviewed by:**

Name	Title	Signature	Date
Allison Cordes	Principal		
Elva Gonzales-Nares	Assistant Principal		
Jennifer Braun	Teacher, Safe & Civil Committee		
Michelle Robledo-Canchola	Teacher, President, School Site Council	Michelle Robledo-Canchola	1/28/21
Elizabeth Cervantes	School Counselor		
Mercedes Juarez	Parent, President, English Learner Advisory Committee		
Elsa Garcia	Parent, School Site Council		
	Fire Department Representative		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Lemonwood K-8 School  
**CDS Code:** 56725386100333  
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**Address:** 2001 San Mateo Place  
 Oxnard, CA 93033  
**Date of Adoption:** January 28, 2019  
**Date of Review:** -with Staff  
 January 31, 2020  
 -with Law Enforcement  
 January 31, 2020  
 -with Fire Authority  
 January 31, 2020

**Reviewed by:**

Name	Title	Signature	Date
Allison Cordes	Principal	Allison Cordes	2/1/2021
Elva Gonzales-Nares	Assistant Principal	Elva Gonzales-Nares	2/1/21
Jennifer Braun	Teacher, Safe & Civil Committee		
Michelle Robledo-Canchola	Teacher, President, School Site Council		
Elizabeth Cervantes	School Counselor		
Mercedes Juarez	Parent, President, English Learner Advisory Committee		
Elsa Garcia	Parent, School Site Council		
	Fire Department Representative		

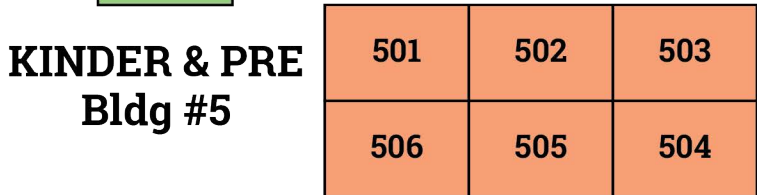
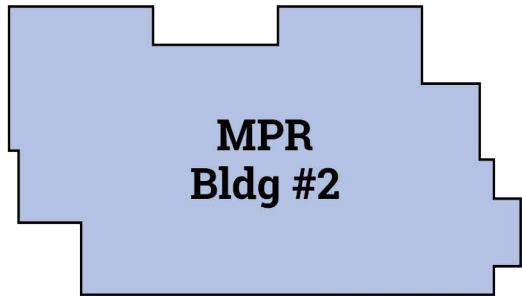
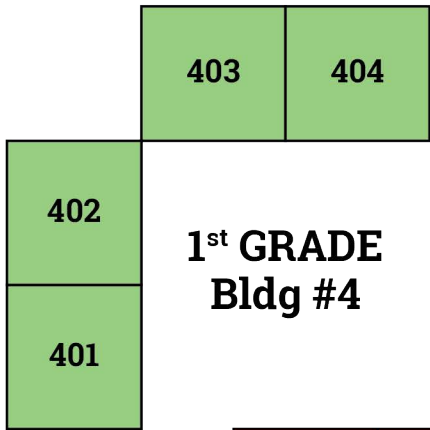
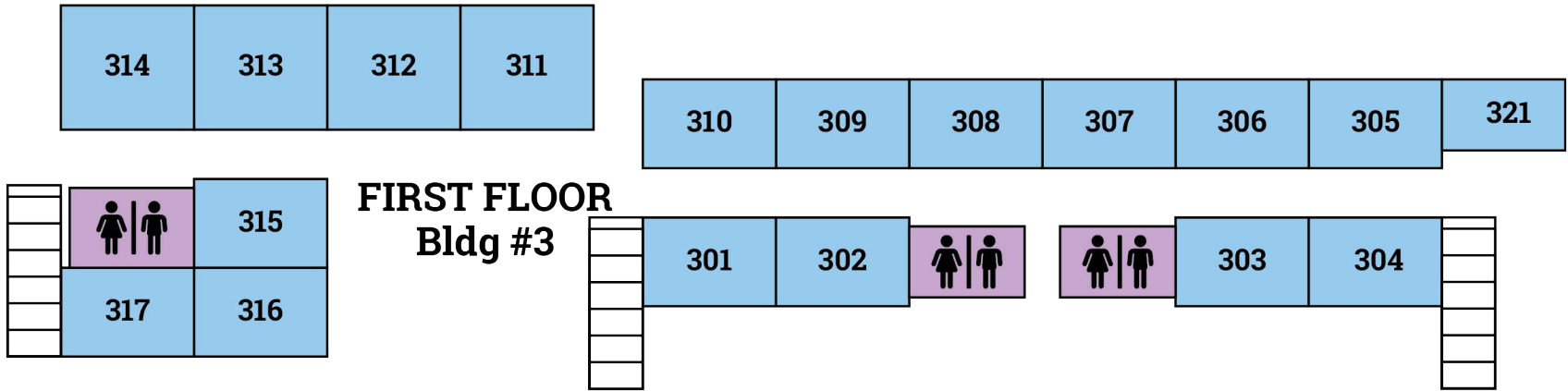
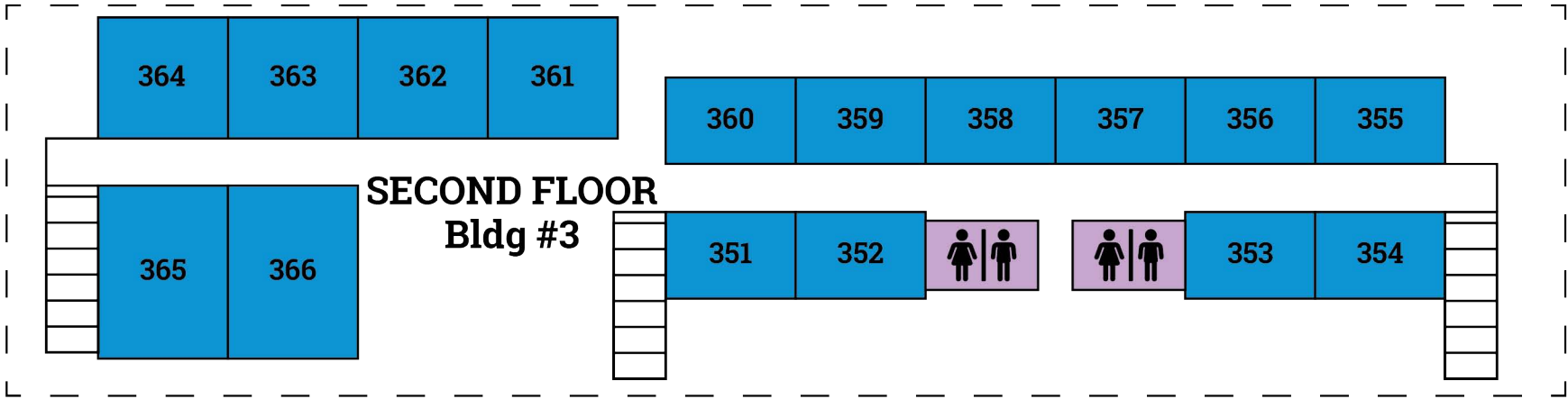
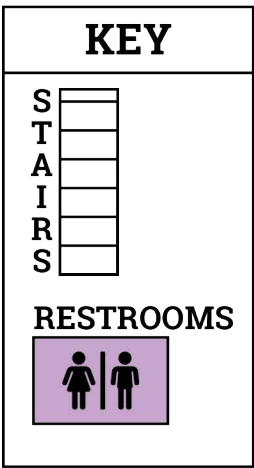
# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** January 28, 2019  
**Date of Review:** -with Staff  
 January 31, 2020  
 -with Law Enforcement  
 January 31, 2020  
 -with Fire Authority  
 January 31, 2020

**Reviewed by:**

Name	Title	Signature	Date
Allison Cordes	Principal		
Elva Gonzales-Nares	Assistant Principal		
Jennifer Braun	Teacher, Safe & Civil Committee	<b>Jennifer Braun</b>	<b>02/01/21</b>
Michelle Robledo-Canchola	Teacher, President, School Site Council		
Elizabeth Cervantes	School Counselor		
Mercedes Juarez	Parent, President, English Learner Advisory Committee		
Elsa Garcia	Parent, School Site Council		
	Fire Department Representative		



**LEMONWOOD SCHOOL, K-8**  
**CLASSROOM MA<sub>603</sub>**

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Marina West Elementary School  
**CDS Code:** 56725386055347  
**District:** Oxnard School District  
**Address:** 2501 Carob Street  
 Oxnard, CA 93035  
**Date of Adoption:** January 22, 2021  
**Date of Review:** -with Staff  
 December 1, 2020  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Confidence Johnson	Principal		
Reyna Moreno	School Site Council- CSEA		
Police Department Representative	OPD		
Gracie Cervantes	Office Manager		
Will Gomez	ELAC- Parent		
Chari Farias	PBIS Member		
Scott Brewer	Emergency Manager for Oxnard		
Lis Baird Mayeda	SSC Chairperson		

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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](http://www.oxnardsd.org) or in the Marina West Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://www.cdc.gov)*

### **Safety Plan Vision**

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. We believe students should be actively involved in a respectful, caring, cohesive educational community. Student safety is our first priority. Safety procedures are reviewed yearly and changed as needed. Due to the pandemic of COVID-19, the instructional day may be adjusted in accordance to the safety guidelines per the VCOE which includes a Distance Learning or Blended Learning Model.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Marina West Elementary School Safety Committee**

Confidence Johnson-Principal; Chari Farias-Counselor/PBIS Member; Reyna Moreno-CSEA Representative, Alfonso Rivera-Lead Custodian; Gracie Cervantes-Office Manager; Police Department Representative, Lisa Baird-Mayeda-School Site Council. Wil Gomez-Parent,

### **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 School Resource Officer presented at a staff meeting regarding proper procedures during lockdowns.

The Safety Resource Officer conducted 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 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)

#### 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 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. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Parents or guardians will be notified to bring appropriate clothing to school and change, to adhere to the school's dress code policy. In the event that a parent or guardian can not be reached, our ORC can try and provide appropriate clothing.

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.

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:

1. Shoes must be worn at all times. Open-toed sandals or 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. Clothing or hats affiliated with sports teams is prohibited.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Shirts should be tucked in and the seat of pants cannot sag.
8. Metal accessories and jewelry that present a hazard to the health and safety are prohibited.
9. Students may not wear clothing or hairstyles that will be disruptive to the educational process.
  - 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)**

#### **SCHOOL HOURS (Hours may be modified to distance learning/hybrid schedule)**

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. Loitering is prohibited. Students who fail to adhere to this rule will be subject to disciplinary action.

#### **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 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.

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
Continuing implementation of CHAMPS as a positive behavior support program school-wide to maintain a safe and positive school environment.	Staff is continuing to implement CHAMPS model.	Professional development provided by district.	Confidence Johnson, Principal.	Classroom observations and feedback from trained staff.
Students understand the elements of the Lesson One program.	Students are trained along with staff. Consistent use of skills in classrooms.	Trained school personnel conducts the training's.	Confidence Johnson, Principal.	Tracking of discipline data.Reduction of office referrals from previous school year.
Consistency of expectations.	Use of common terminology by all staff. Use of common activities in all classrooms.	Trained school personnel conducts the training's..	Confidence Johnson, Principal.	Classroom and Playground observation.
Students with consistent and prevalent negative behaviors and needs will be referred for services and support through the Coordinated Services Team system.	Staff is aware of the referral process. Support staff provides the necessary services or further referrals to local agencies. Staff works with parents to provide support to the entire family.	Support staff (School Psychologist, Outreach Consultant, School Counselor). Teaching staff Administration Local agencies (City Impact, VCBH)	Confidence Johnson, Principal.	Reduction of referrals to CST and SST for behavior concerns.
Starting Year 2 of implementation of PBIS as a positive behavior support program school-wide to maintain a safe and positive school environment.	Staff is beginning to be trained in the PBIS model.	Professional development provided by district.	Confidence Johnson, Principal Monique Martinez, Chair	Trained staff feedback and needs assessment conducted by PBIS Team.
School Resource Officer is available on call for support as needed.	To provide support to school.	School Resource Officer	Confidence Johnson, Principal	Staff feedback.
Rules and Procedures for School Discipline	To improve student safety and provide feedback to students, staff, and parents.	Professional development provided by district.	Confidence Johnson, Principal	Classroom and playground observations. Discussion with parent groups during School Site Council, ELAC, Coffee with the Principal, and other parent nights.
Hate Crime Reporting Procedures	To ensure the safety of all students.	Professional development provided by district.	Confidence Johnson, Principal	Staff Feedback District training, observations.

**Component:**

Safe Physical Environment

**Element:**

Safe School Environment.

**Opportunity for Improvement:**

Input from stake holders.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To 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	Confidence Johnson, Principal	Constant monitoring and observation by all personnel.
To ensure all students are released to authorized persons only.	All persons picking a child up from school during the school day, must be on the emergency card, at least 18 years of age and provide a valid ID. All persons picking up a child during the school day, must complete the sign out sheet. School personnel will verify who is authorized to pick a child up from school during the school day by checking school records and appropriate paperwork	Staff, district provided sign out sheet, Emergency Cards, or legal documents.	Confidence Johnson, Principal	Constant monitoring and observation by office staff.
To ensure orderly egress of students in the event of an emergency situation requiring students to leave campus.	Conduct a school-wide evacuation drill. All staff and students are aware of the procedures to evacuate students to the nearby park.	Staff, maps, procedures, School Resource Officer.	Confidence Johnson, Principal	Debrief of drill immediately following.
To ensure orderly ingress and egress for students and staff.	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 Administration	Confidence Johnson, Principal	Constant monitoring of entrance and exit gates.

**Component:**

Disaster Preparedness

**Element:**

School Safety

**Opportunity for Improvement:**

Regular drills with debriefing opportunities

Objectives	Action Steps	Resources	Lead Person	Evaluation
To ensure Lockdown procedures are conducted appropriately using guidelines provided by Oxnard Police Department and School District	Debriefing staff after drills to improve practice. Updating written procedures in staff handbooks. Communicating importance of drills to students.	Administration, staff, students, meeting time, handbooks, School Resource Officer.	Confidence Johnson, Principal	Lockdown drills with debriefing with staff.
To practice regular fire drills.	Debriefing staff after drills to improve practice. Communicating importance of drills to students. Review procedures.	Administration, staff, and students.	Confidence Johnson, Principal	Fire drills with debriefing for staff.
To practice regular earthquake drills.	Debriefing staff after drills to improve practice. Communicating importance of drills to students and staff. Review procedures.	Administration, staff, and students.	Confidence Johnson, Principal	Earthquake drills with debriefing for staff.

**(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, and Respectful.

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.

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. Any updates will be made by 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](http://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

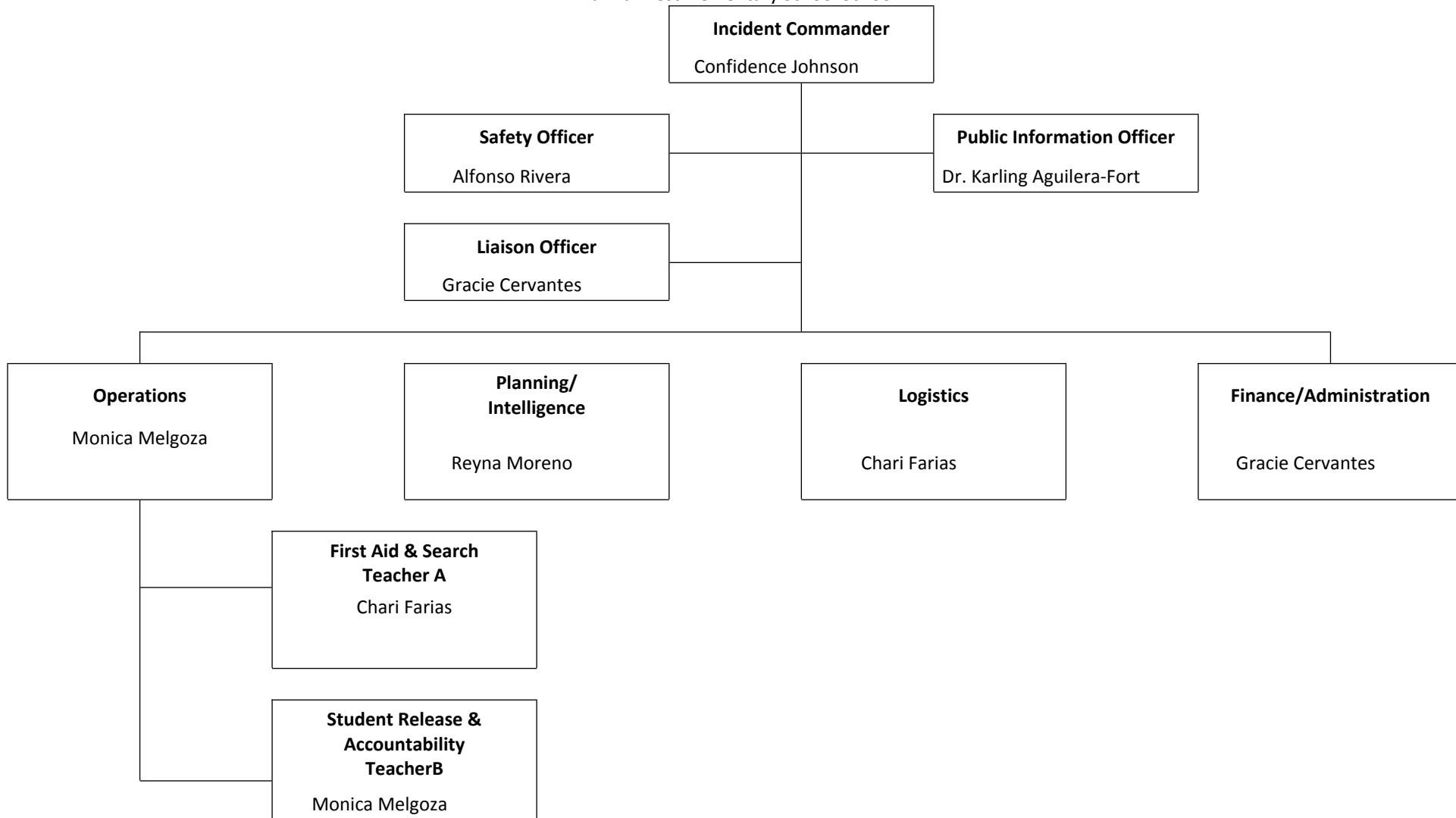
Organization	Marina West Park
Address	1376 El Portal Way, Oxnard, California 93035
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995
Date of Agreement	

### 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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map

# Evacuation Map: Designated Areas





# Evacuation of school to Marina West Park.


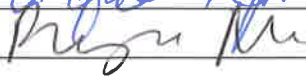
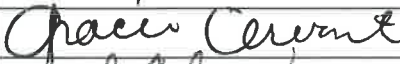


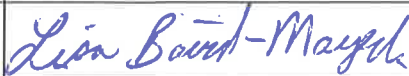


# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Marina West Elementary School  
**CDS Code:** 56725386055347  
**District:** Oxnard School District  
**Address:** 2501 Carob Street  
 Oxnard, CA 93035  
**Date of Adoption:** January 22, 2021  
**Date of Review:** -with Staff  
 December 1, 2020  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Confidence Johnson	Principal		1-20-21
Reyna Moreno	School Site Council- CSEA		1-21-21
Police Department Representative	OPD		
Gracie Cervantes	Office Manager		1-20-21
Will Gomez	ELAC- Parent		1-20-21
	PBIS Member		1-20-21
Scott Brewer	Emergency Manager for Oxnard		
<del>Emilia Rivera</del> Lisa Baird Mayeda	After-School Program Site Coordinator <i>SSC</i>		1/20/21

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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 2021  
**Date of Review:** -with Staff  
 12-16-20  
 -with Law Enforcement  
 1-31-21  
 -with Fire Authority  
 1-31-21

**Reviewed by:**

Name	Title	Signature	Date
Sarah Lepe	Principal		
Michel Haun	Assistant Principal		
	Police Department Representative		
Joleen Segura	Classified Representative		
Matt De Santiago	Lead Custodian		
Suzanne Johnson	After School Program Liason		
Heather Rose	Primary Representative		
Cherrie Calles	Teacher In Charge		
Carlos Beltran	Upper Grade Representative		
Beth Kaser	Middle School Representative		

Name	Title	Signature	Date
Tricia Tackett	Special Education Representative		
Scott Brewer	Fire Department Representative-Emergency Services Manager		
Lucilia Gutierrez	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](http://www.oxnardsd.org) or in the Thurgood Marshall K-8 School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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

Sarah Lepe, Principal  
Michel Haun, Assistant Principal  
Police Department Representative  
Heather Rose, Primary Grade Representative/School Site Council  
Carlos Beltran, Upper Grade Representative  
Beth Kaser, Middle School Representative  
Tricia Tackett, Special Education Representative  
Suzanne Johnson, After School Program Representative  
Joleen Segura, Classified/School Site Council Representative  
Cherrie Calles, Teacher in Charge  
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 concern in regard to the use of emergency exits on campus. 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 emergency 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 is reviewed regularly with staff and 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 California Healthy Kids Survey is shared with staff and presented to the PBIS committee in order to make improvements with safety and behavior 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 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 grade 6-8 is 7:45am to 2:43pm (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 Thurgood Marshall crosswalk at the back gate and traffic control signs at Patterson and Thurgood Marshall 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 7:45 am for grade 6-8 and 8:00am 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, noted 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
Develop and implement a comprehensive Schoolwide Positive Behavior Support Plan	<ol style="list-style-type: none"> <li>1. Continue Staff Training in CHAMPS as basis for shared student behavior guidelines.</li> <li>2. Staff Training in RtI</li> <li>3. Survey on implementation of RtI at Marshall</li> <li>4. Positive Student Behavior Committee works towards full implementation of our school wide plan for shared student behavior guidelines.</li> <li>5. Develop a school wide positive behavior reward.</li> <li>6. Use scheduled data meetings to identify and review students who need extra support.</li> <li>7. Use Office Referrals to monitor student behavior, student need, and as a communication tool with staff.</li> <li>8. Use of Paw Pad to promote positive relationship building.</li> <li>9. CHAMPS Bucks and Kudos referrals for students to get positive reinforcement.</li> </ol>	CHAMPS In house tools for referrals and follow up Office support Past practices and guidelines Use of "Safe and Civil Schools" by Randy Sprick Paw Pad	Principal Assistant Principal Outreach Coordinator (ORC) Counselor Teachers	Office Reports Teacher Reports CST Meetings Student Behavior Committee Leadership Team Team Meetings
Train Campus Assistants and After School Program (ASP) staff in Schoolwide Positive Support System.	Hold bi-weekly meetings with Campus Assistants Refine Playground Duty Assignments Integrate CHAMPS into systems and responses CHAMPS common areas of school. Review how CHAMPS is being used in classrooms.	Discussion and videos which show best practices in yard duty supervision. Ongoing training and monitoring	Principal Assistant Principal Counselor ORC Campus Assistants Teachers ASP Staff	Discussion in meetings; monitoring by Principal

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Monitor student attendance.	<ol style="list-style-type: none"> <li>1. Review monthly attendance reports.</li> <li>2. Promote positive attendance through school wide incentives.</li> <li>3. Use SARB process to meet with parents and reduce chronic absences</li> </ol>	Use ADA reports. Use SARB forms and procedures. Student incentives	Principal Assistant Principal ORC Attendance Clerk	Monthly and yearly attendance reports.
Communicate student behavior plan and procedures to all stakeholders.	Parent meetings to discuss positive behavior student plan and school behavior expectations. Post School Safety Plan on web. Train staff in duties and procedures for monitoring student behavior.	School Safety Plan School wide behavior expectations CHAMPS guidelines	Principal Assistant Principal Counselor Oxnard PD	Discussion, surveys
Share results of the California Healthy Kids Survey with staff and parents. Use data to plan student supports in areas in need of improvement.	<ol style="list-style-type: none"> <li>1. Make survey results accessible to staff and parents.</li> <li>2. Discuss trends.</li> <li>3. Allocate resources to strengthen areas of weakness.</li> <li>4. Analyze</li> </ol>	California Healthy Kids Survey	Principal Counselor	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.	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"> <li>1. Conduct monthly walk through to check for facility conditions.</li> <li>2. Conduct walk through in Fall with Oxnard PD to check for safety.</li> <li>3. Conduct walk through with Risk Management at beginning of school year.</li> <li>4. Submit and monitor facility work orders.</li> <li>5. Follow up on progress of work orders.</li> </ol>	<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>	<p>Develop and present plan with Safety Committee Report to School Site Council and receive their input and approval. Receive approval from Safety Committee Share with Leadership for input and discussion. Share plan with other advisory and parent groups such as ELAC and PTA</p>	<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>	<p>Share with Safety Committee and Leadership. Share with Staff and parent groups. Monitor and adjust plan, following suggestions of stakeholders.</p>	<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	School website Digital copies to all staff Student behavior (discipline) guidelines disseminated to all staff. Share plan with all Staff through meetings and informational handouts. Specific disaster preparedness information to all staff in printed form. Share approved School Safety Plan with advisory and parent groups such as ELAC and PTA.	School Safety Plan Oxnard PD	Principal Assistant Principal	Informal and formal Surveys Agendas Review by Positive Student Behavior Committee Review and Monitoring by Safety Committee Review by Leadership Review by School Site Council
Build staff capacity to respond to an emergency	Train staff in procedures and roles. Debrief after drills. Use information from debriefing to improve our response capacity. Maintain NCPI trained staff to respond to student behavior emergencies.	School Safety Plan NCPI Training	Principal Assistant Principal Identified Support Staff Counselor Oxnard PD	Debrief after emergency drills. Use debriefing data to improve response.
Ensure emergency operations plan is easily implemented	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.	Safety Plan Tree Duty descriptions for each assignment raining for Emergency Procedure	Principal Assistant Principal Safety Committee Oxnard PD	Staff Debriefing Staff and Safety Committee evaluation Leadership

**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"> <li>1. Keep Staff aware of procedures with reminders.</li> <li>2. OPD to train Staff in Lock down procedures. OPD is available on call for support.</li> <li>3. Conduct monthly drills.</li> <li>4. Promote awareness of correct emergency responses through staff training.</li> <li>5. Review key procedures to protect access.</li> </ol>	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"> <li>1. Disseminate safe school plan to all stakeholders via parent meetings.</li> <li>2. Review Safety at parent meetings</li> </ol>	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"> <li>1. Fire Department training on on emergency preparedness.</li> <li>2. Assess physical needs of classrooms related to Lockdown procedures</li> <li>3. Fire Department to do a home safety preparedness training for parents.</li> <li>4. Monthly emergency drills.</li> </ol>	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	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 full implementation of CHAMPS as a basis for positive student behavior support.

Staff are being trained.

Refreshers on training will be offered.

Support staff have been trained, or will be trained.

All Staff will have 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 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 which 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.

Expectation for Teachers:

Provide differentiated learning experiences appropriate for each student.

Following RtI 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 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 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 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](http://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

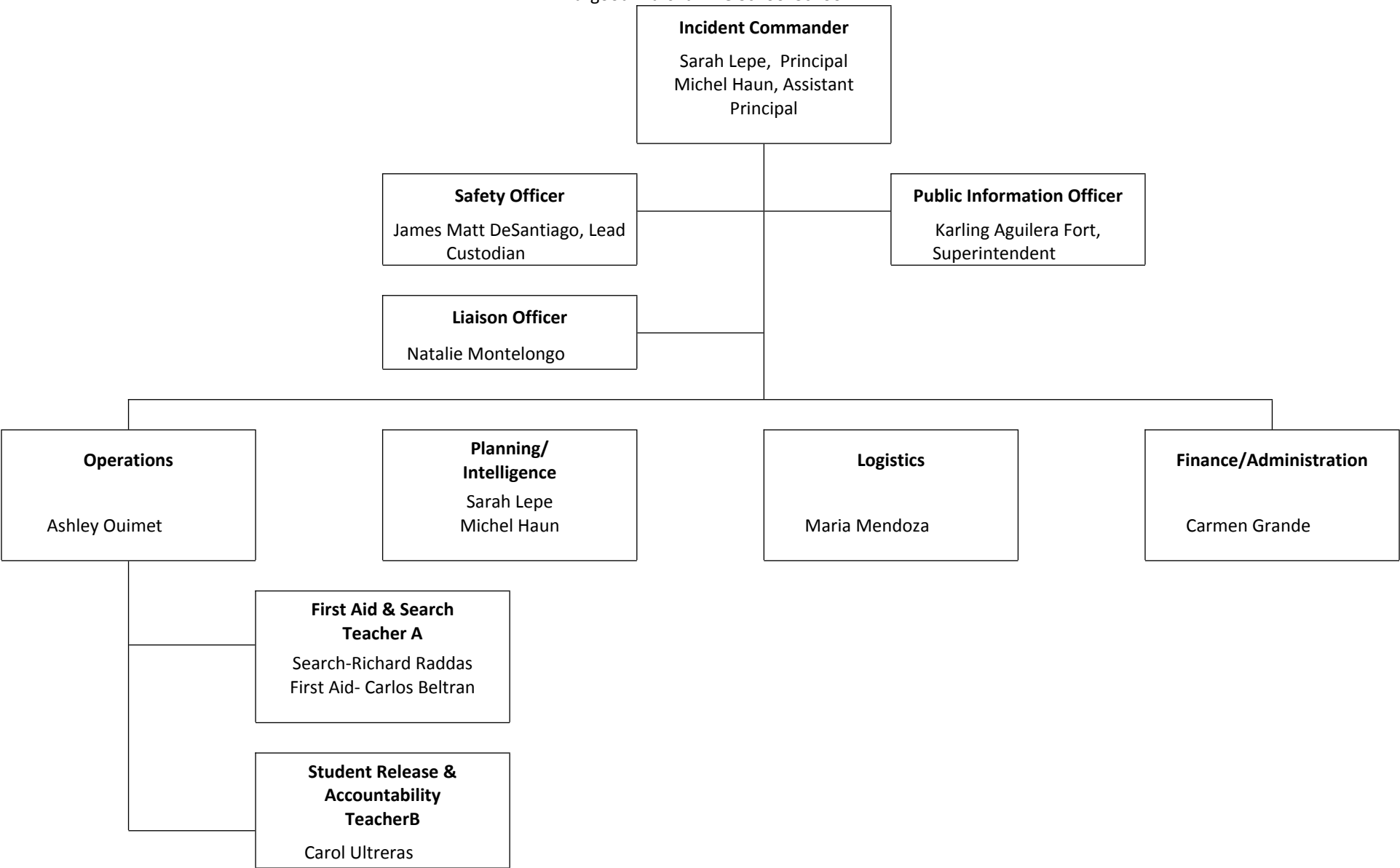
### PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map

SOLAR PANELS

Parking Lot

8 1 3 4 5 6 7

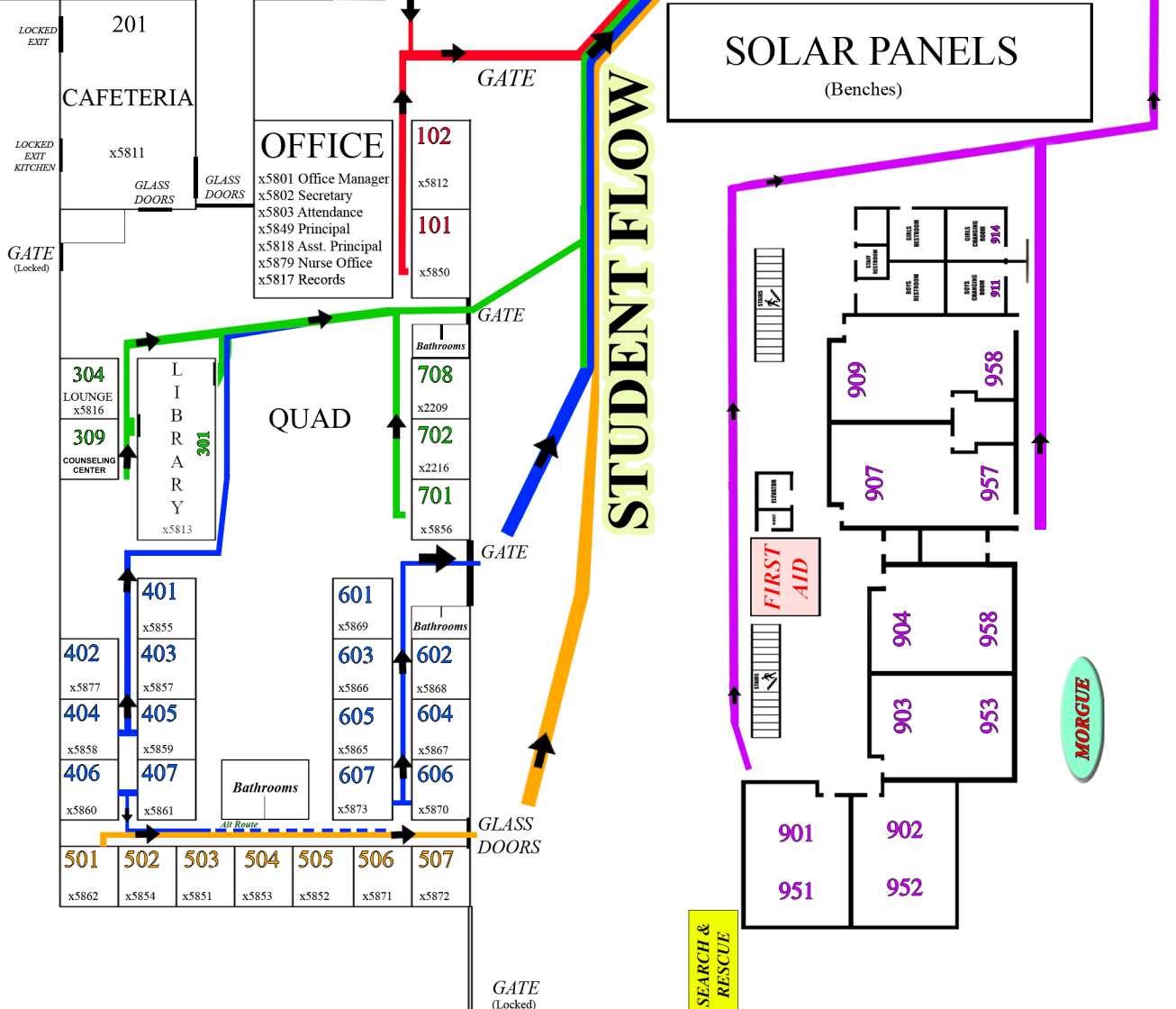
9

- Planning Intelligence
- Supplies Procurement
- Command Center PIO
- Personnel Unit Finance Admin
- Communications Liaison Officer Section Chief

PE

Thurgood Marshall Dr.

Gonzalez Rd.





# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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 2021  
**Date of Review:** -with Staff  
 12-16-20  
 -with Law Enforcement  
 1-31-21  
 -with Fire Authority  
 1-31-21

**Reviewed by:**

Name	Title	Signature	Date
Sarah Lepe	Principal		1/15/2021
Michel Haun	Assistant Principal		1/15/2021
	Police Department Representative	*	
Joleen Segura	Classified Representative	* Joleen Segura	1/15/2021
Matt De Santiago	Lead Custodian	* Matt De Santiago	1/15/2021
Suzanne Johnson	After School Program Liason	* Suzanne Johnson	1/15/2021
Heather Rose	Primary Representative	* Heather Rose	1/15/2021
Cherrie Calles	Teacher In Charge	* Cherrie Calles	1/15/2021
Carlos Beltran	Upper Grade Representative	* Carlos Beltran	1/15/2021
Beth Kaser	Middle School Representative	* Beth Kaser	1/15/2021

Name	Title	Signature	Date
Tricia Tackett	Special Education Representative	* Tricia Tackett	1/15/2021
Scott Brewer	Fire Department Representative-Emergency Services Manager	*	
Lucilia Gutierrez	After School Program Site Coordinator	* Lucilia Gutierrez	1/15/2021

\* The typed names above verify that the signee understands that the electronic signature is to be the legally binding equivalent of their handwritten signature and the information on this document is accurate to their best of their knowledge.



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 1/28/21  
**Date of Review:** -with Staff  
 1/27/2020  
 -with Law Enforcement  
 2/3/2021  
 -with Fire Authority  
 2/3/2021

**Reviewed by:**

Name	Title	Signature	Date
M. Arias Elisondo	School Principal		
Police Officer	Oxnard Police Department		
Fireman	Oxnard Fire Department		
Taylor Lumas	SSC Chair/Teacher/Certificated Staff		
Bonny Ibarra	ELAC Chair/Parent		
Yesenia Cedillo Hernandez	School Office Manager/Classified Staff		
Rochelle Rodriguez	Counselor		

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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](http://www.oxnardsd.org) or in the Christa McAuliffe Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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:

- M. Arias Elisondo, Principal
- Taylor Lumas, SSC Chair/Classroom Teacher
- Marylove Gonzalez, parent
- Yesenia Cedillo Hernandez, Office Manager
- Oxnard Police Department Representative
- Oxnard Fire Department Representative
- Rochelle Rodriguez, Counselor
- Regina Vivanco, ORC

### 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
- California Healthy Kids 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)

#### 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)**

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)**

### 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; two 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 8:35-2:02 p.m.). Supervision at the school site begins at 8:10 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 8:10 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 along 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 10 minutes before school and 10 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 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.

### **(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 are held to share behavior expectations and celebrate success throughout the class.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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.	<ol style="list-style-type: none"> <li>1. Hold student assemblies to discuss behavior expectations</li> <li>2. Reduce the amount of referrals due to negative behavior</li> <li>3. Provide staff with resources that emphasize components of the CHAMPS program</li> </ol>	CHAMPS School-Wide Training for staff and students	School Principal, Outreach Coordinator, Counselor, PBIS Team	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"> <li>1. Staff shall practice a code of ethics that embraces Cultural Proficiency</li> <li>2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty, and fairness</li> </ol>	PBIS Team, Resources, Counselor	School Principal, Counselor, PBIS Team	Observation PBIS Survey
Develop a plan to meet the needs of students who have social/emotional challenges.	<ol style="list-style-type: none"> <li>1. Use a referral system to identify students who may have these challenges</li> <li>2. Get parent permission for student to see school counselor</li> <li>3. Counselor will either conduct Social Skills counseling groups based on gender and age or provide one on one sessions</li> <li>4. Outreach Consultant 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</li> </ol>	Second Step program Parent Classes Outside Agencies	Counselor, Outreach Coordinator	Pre and Post Measures Teacher Reports Observations Student Interviews Office Referrals

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
All Playground Supervisors and all Support Staff will be trained in NCPI.	<ol style="list-style-type: none"> <li>1. Hold biweekly meetings with Playground Supervisors and all Support Staff to discuss student behavior.</li> <li>2. District and site NCPI training</li> </ol>	NCPI District and Site Training for Staff	Principals	Sign-in Sheets
To Collaborate with Oxnard Police Department	<ol style="list-style-type: none"> <li>1. Hold Priority One drill with SRO present.</li> </ol>	Oxnard Police Department	School Principal, School Resource Officer, Outreach Coordinator 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"> <li>1. Conduct school-wide training</li> <li>2. Implement positive behavior strategies school-wide</li> <li>3. Reduce the amount of referrals due to negative behavior</li> <li>4. Hold student assemblies to discuss behavior expectations.</li> </ol>	PBIS Resources, Lesson Plans, Videos	PBIS Committee	Office Referrals Health Referrals Teacher Reports
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"> <li>1. Student assemblies to share school-wide expectations</li> <li>2. Teach reinforcement of the "The Big Six" in and outside of the classroom</li> <li>3. Student recognition and praise for following school-wide guidelines</li> </ol>	Created Posters CHAMPs "STAR"Bucks	Staff	Office Referrals Student Interviews Counseling Referrals Parent Communication Teacher Reports

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce student/peer conflicts during recess and transition times.	<ol style="list-style-type: none"> <li>1. Identify areas of conflict</li> <li>2. Provide resources for children during recess</li> <li>3. Teach children how to resolve conflicts with peers</li> </ol>	Counselor	Principal, Counselor	Office Referrals Data

**Component:**

School's Safe Physical Environment

**Element:**

Safe School Environment

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure that all school facilities are safe and in working order	<ol style="list-style-type: none"> <li>1. Conduct walk-throughs</li> <li>2. Submit and monitor Facility Work Orders</li> </ol>	Safety Check-List and Observation	School Principal, Lead Custodian	Walk-Through Reports Work Orders
Communicate Safety Plan to all Stakeholders	<ol style="list-style-type: none"> <li>1. Hold Parent-Community meetings to disseminate the information to all stakeholders</li> <li>2. Hold Staff Meetings informing staff of the School's Safety Plan</li> </ol>	Agendas Minutes Hand-Outs	School Principal	Agendas
Ensure that all students and staff can be accounted for after the school building has been evacuated	<ol style="list-style-type: none"> <li>1. Review and revise school building evacuation and relocation for students in primary grades.</li> </ol>	School Map	Staff	Revised Evacuation Map

**Component:**

Disaster Preparedness

**Element:**

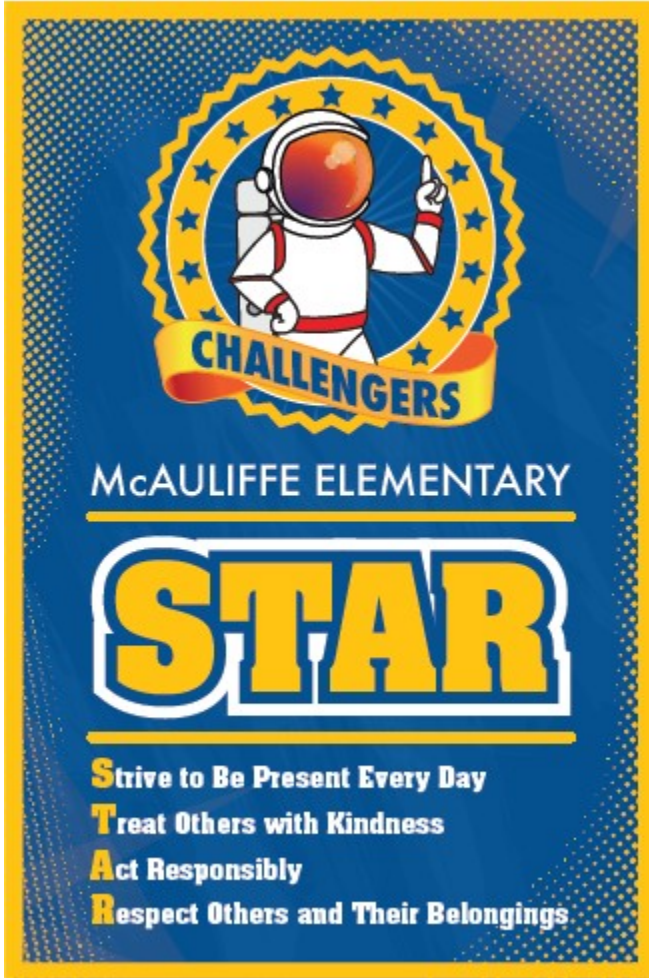
School Safety

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Disseminate School Safety Plan to all stakeholders	<ol style="list-style-type: none"> <li>1. Hold Parent-Community meetings to inform all parents and guardians of the procedures in case of an emergency/disaster</li> <li>2. Hold Student Assemblies to educate students in what to do and expect in case of an emergency/disaster</li> <li>3. Hold meetings with all staff to inform everyone of the procedures in case of an emergency/disaster</li> </ol>	Agendas Staff Meetings Parent Group Meetings	School Principal, Outreach Coordinator, School's Safety Committee	Agendas
Ensure the school's Emergency Operations Plan is implemented	<ol style="list-style-type: none"> <li>1. Hold monthly drills.</li> <li>2. Train entire school staff on their responsibilities during an emergency situation</li> </ol>	Calendar Handout Connect Ed	School Principal, Outreach Coordinator, School Safety Committee	Calendar
School-wide Disaster Preparedness	<ol style="list-style-type: none"> <li>1. Hold earthquake, fire and evacuation drills during school hours</li> <li>2. Conduct lock-down drills</li> <li>3. Hold regular meetings with all staff to review procedures</li> </ol>	Oxnard School District Emergency Operations Plan Oxnard School District Crisis Intervention Plan Oxnard Police Department	School Principal, School Resource Officer, Office Manager, School's Safety Committee	School Safety Committee
Conduct annual evacuation drills per year	<ol style="list-style-type: none"> <li>1. Safety Committee will meet regularly to review the effectiveness of current procedures</li> <li>2. Make necessary changes to the plan and notify all school staff</li> </ol>	Agendas Hand-Outs Connect Ed	School Principal, Assistant Principal and School's Safety Committee	Revised Plan

(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:

- 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**

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](http://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

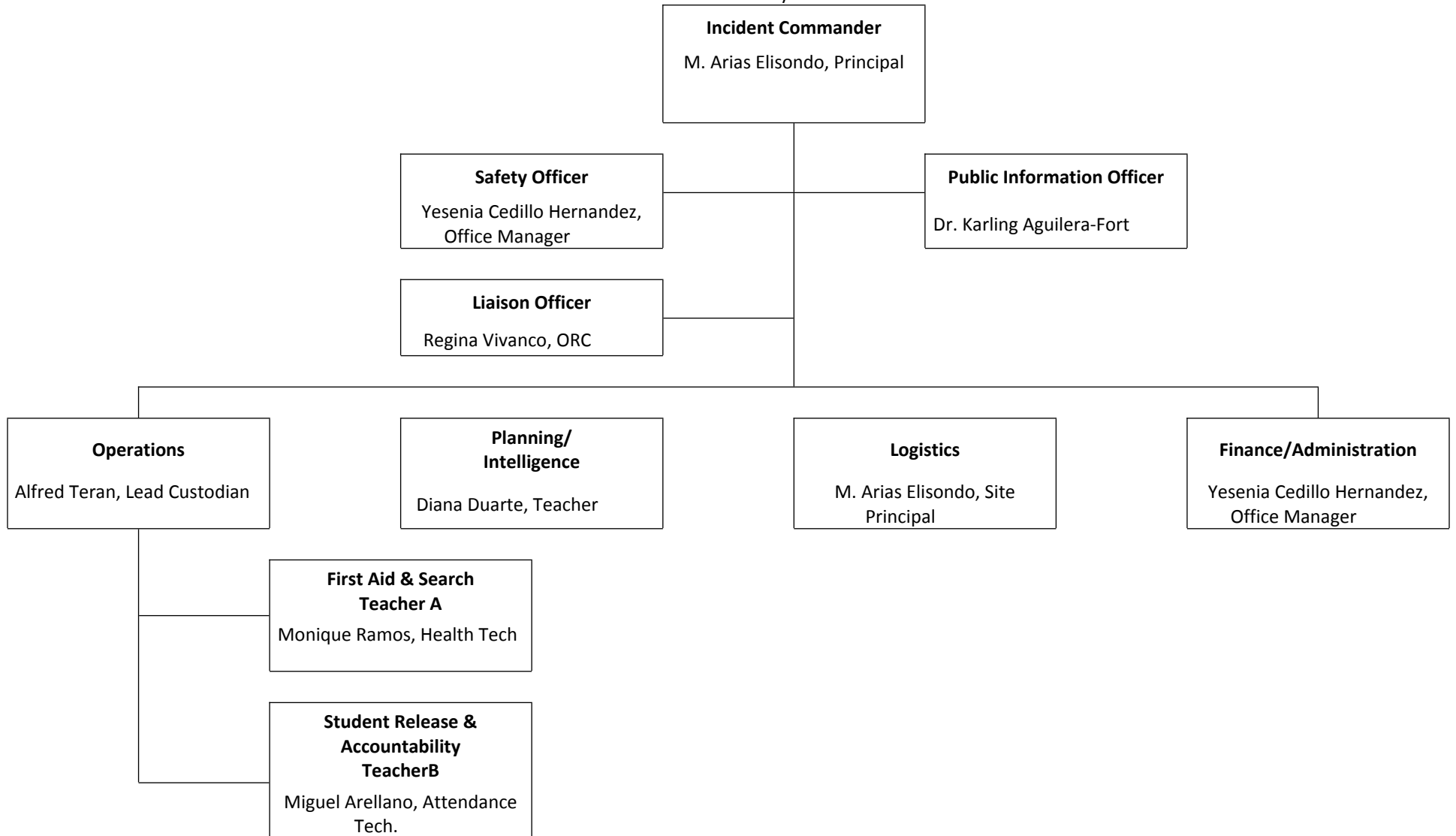
Organization	Via Marina Park
Address	3301 Keel Way, Oxnard, CA 93035
Contact	City of Oxnard
Phone Number	805-385-7995
Date of Agreement	

### 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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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

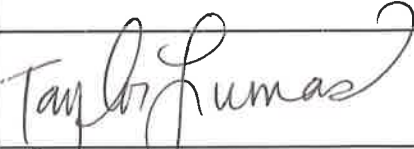
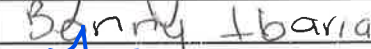
# Emergency Evacuation Map

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 1/28/21  
**Date of Review:** -with Staff  
 1/27/2020  
 -with Law Enforcement  
 2/3/2021  
 -with Fire Authority  
 2/3/2021

**Reviewed by:**

Name	Title	Signature	Date
M. Arias Elisondo	School Principal		1/15/21
Police Officer	Oxnard Police Department		
Fireman	Oxnard Fire Department		
Taylor Lumas	SSC Chair/Teacher/Certificated Staff		1/15/21
Bonny Ibarra	ELAC Chair/Parent		1/15/21
Yesenia Cedillo Hernandez	School Office Manager/Classified Staff		1/21/21
Rochelle Rodriguez	Counselor		1/21/21

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** McKinna Elementary School  
**CDS Code:** 56725386055354  
**District:** Oxnard School District  
**Address:** 1600 South N Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 19 2021  
**Date of Review:** -with Staff  
 December 2020  
 -with Law Enforcement  
 January 2021  
 -with Fire Authority  
 January 2021

**Reviewed by:**

Name	Title	Signature	Date
Wendy Garner	Principal		
Arnulfo Munoz	After-School Program Site Coordinator		
Elena Salgado	Counselor/SSC Chairperson		
Dani Pisors	Librarian/classified		
Susana Lopez	Parent/SSC Member		
Police Department Representative	Oxnard Police Department		
Petula Rodriguez	Outreach Specialist		
Maria Aspera	Office Manager		
Alex Romero	Lead Custodian		



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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](http://www.oxnardsd.org) or in the McKinna Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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**

Wendy Garner (principal), Dani Pisors (Librarian), Susana Lopez (parent SSC member), Elena Salgado (counselor/SSC Chairperson), Petula Rodriguez (Outreach Counselor), Maria Aspera (Office Manager), Alex Romero (Lead Custodian), Arnulfo Munoz, (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 conducts a security inspection of the campus with the principal at the beginning of the year, oversees 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 from DO conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made. During the 2020-21 school year, Risk Management provided guidance on COVID 19 safety and screening protocols.

Members of the school safety team has participated in School Emergency Response Team (SERT) Safety Trainings in the areas of Medical Disaster, Search and Rescue and Student Reunification. Additional staff members have volunteered to participate in one or more of these SERT trainings. The Safety Team holds mini workshops during staff meetings to prepare for disaster response.

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 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)**

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 7:45 am. School office hours are 7:30am to 4pm.
- Students enter through front gates off of South N 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.

#### 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 &amp; Civil Schools. PBIS guidelines, rules &amp; expectations will be taught and modeled. Restorative approached such as Toolbox &amp; CHAMPS will be utilized to help teach self-regulation and self control. Positive behavior will be reinforced by Catch of the Days, 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 &amp; Petula Rodriguez (ORC) and Elena Salgado (Counselor)</p>	<p>Principal</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</p>
<p>All students and staff will participate in PBIS Safe &amp; Civil Schools protocols and Toolbox. New teachers trained.</p>	<p>VCOE trainer trains teachers who were not trained were trained through site and district resources..</p>	<p>Handout 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>Principal</p>
<p>Restorative discipline model implemented which includes reflective questions and conflict mediation strategies practiced with students.</p>	<p>.Principal and counselor lead and model for students. Reflection documents made available for teachers.</p>	<p>Reflection forms, Toolbox resources</p>	<p>PBIS team, Principal and counselor</p>	<p>Principal, counselor, PBIS team</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
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"> <li>1. Hold regular meetings with McKinna's Safety Committee</li> <li>2. Conduct school-wide training</li> <li>3. Identify a way to disseminate school-wide behavior expectations</li> <li>4. Develop a new behavior referral form</li> <li>5. Reduce the amount of referrals due to negative behavior</li> <li>6. Provide staff with resources that emphasize components of the CHAMPS program.</li> <li>7. Hold student assemblies to discuss behavior expectations</li> </ol>	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"> <li>1. Staff shall practice a code of ethics that embraces Cultural Proficiency.</li> <li>2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty and fairness.</li> </ol>	PBIS resources, counselor, PBIS team	Counselor, Support staff, PBIS team	Observation PBIS survey
Develop an MTSS model including COST and SST process to meet the needs of students with social -emotional challenges.	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teachers, Playground 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

**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
Staff representatives attend at least one of 3 Disaster trainings: Medical, Reunification, or Search & Rescue.	Safety trainings attended and shared 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. SRO will be contacted to provide support.	SRO, (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.
SRO 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 SRO support; Traffic assessment support	SRO, Risk Management	Principal, Risk Management, SRO	SRO

**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 & classroom doors locked.	Closed campus and sign in procedures, monitored gate.	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 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 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.	SROs, and 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 lifeskills of Trustworthiness, Respect, Responsibility, Caring, and Citizenship, and to ensure that schools are safe, healthy learning environments for all students. A progressive discipline model is practiced that 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.

The 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, and 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. We invite all parents to come visit and be an active part of our school community. All visitors on campus must check in through the office to get a “Visitor’s Pass.”

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 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 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, and the Student Resource Officer will do a final review before signing the plan. 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](http://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

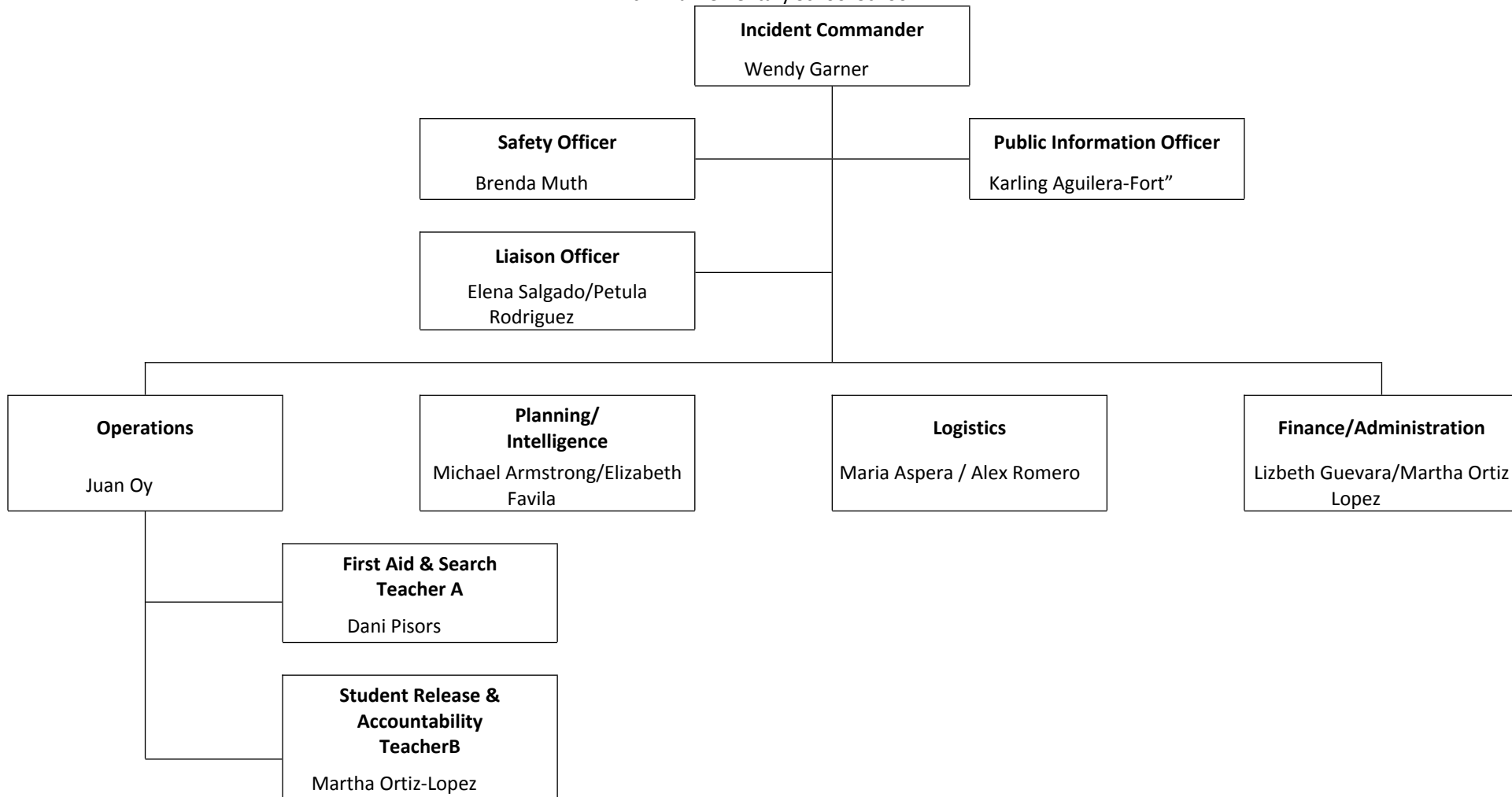
Organization	Haydock Middle School
Address	647 Hill St, Oxnard, CA 93033
Contact	Principal
Phone Number	(805) 385-1545
Date of Agreement	

### 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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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**

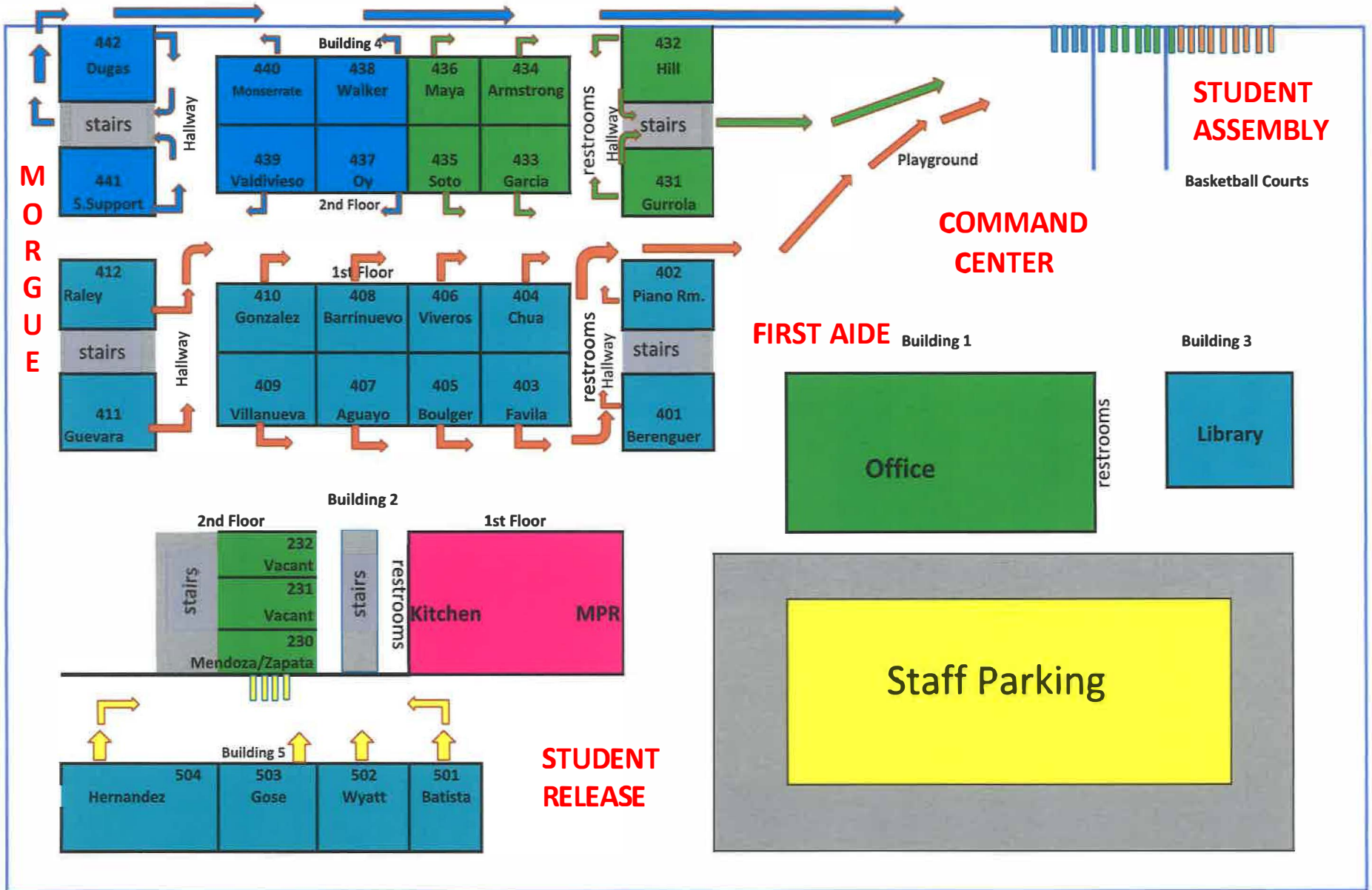
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:

- 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

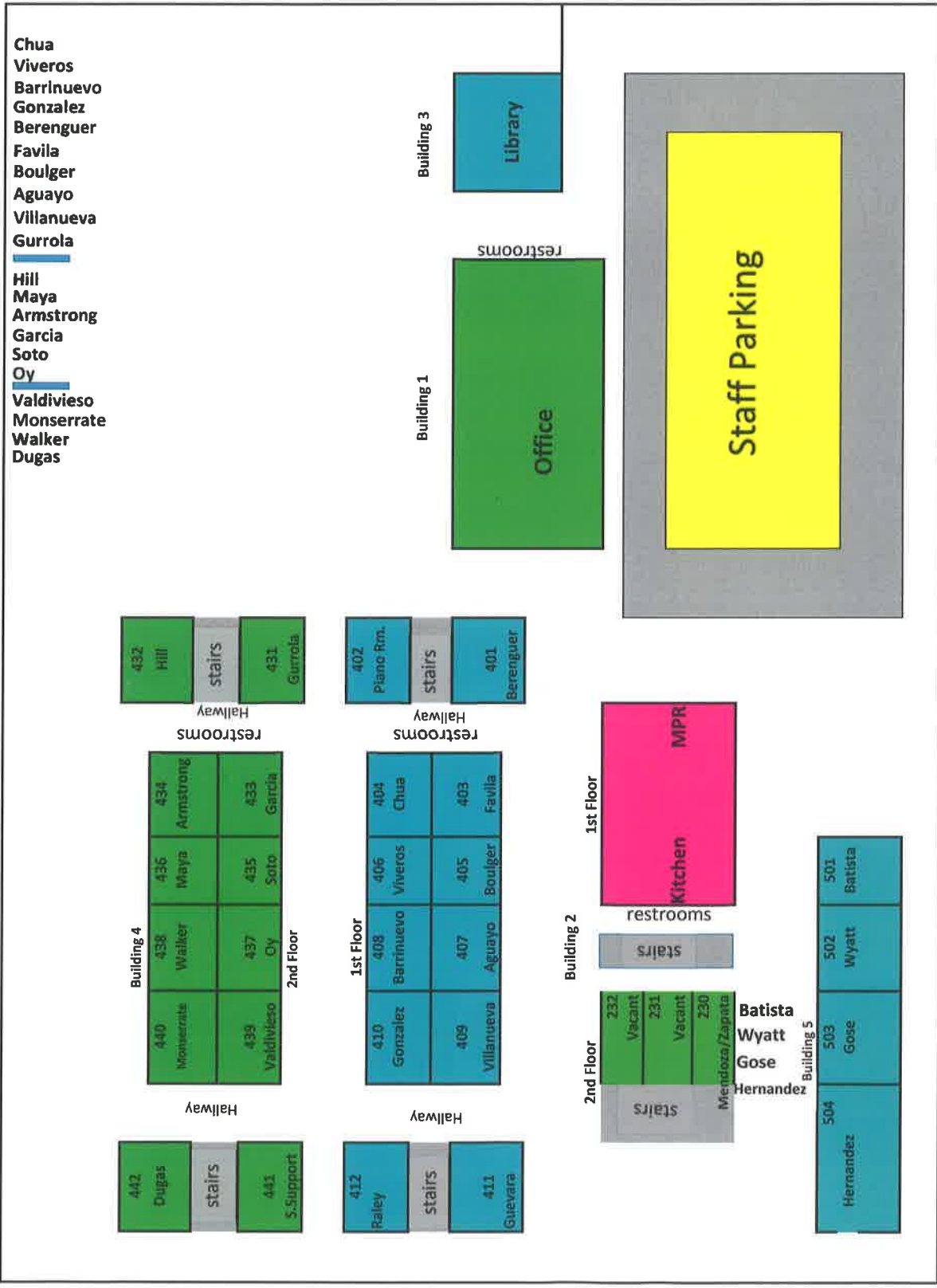
# Emergency Evacuation Map



Alex  
Rudy

### McKinna Elementary School

1600 South N Street  
Oxnard, CA 93033



- Chua
- Viveros
- Barrinuevo
- Gonzalez
- Berenguer
- Favila
- Boulger
- Aguayo
- Villanueva
- Gurrrola
- Hill
- Maya
- Armstrong
- Garcia
- Soto
- Oy
- Valdivieso
- Monserrate
- Walker
- Dugas

**McKinna Elementary School**  
 1600 South N Street  
 Oxnard, CA 93033






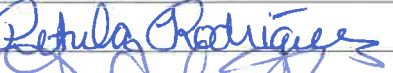




# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** McKinna Elementary School  
**CDS Code:** 56725386055354  
**District:** Oxnard School District  
**Address:** 1600 South N Street  
 Oxnard, CA 93033  
**Date of Adoption:** January 19 2021  
**Date of Review:** -with Staff  
 December 2020  
 -with Law Enforcement  
 January 2021  
 -with Fire Authority  
 January 2021

**Reviewed by:**

Name	Title	Signature	Date
Wendy Garner	Principal		1-13-21
Arnulfo Munoz	After-School Program Site Coordinator		1-13-21
Elena Salgado	Counselor/SSC Chairperson		1-13-21
Dani Pisors	Librarian/classified		1-13-21
Susana Lopez	Parent/SSC Member		1-13-21
Police Department Representative	Oxnard Police Department		
Petula Rodriguez	Outreach Specialist		1-13-21
Maria Aspera	Office Manager		1-13-21
Alex Romero	Lead Custodian		1-13-21



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Ramona Elementary School  
**CDS Code:** 56725386055362  
**District:** Oxnard School District  
**Address:** 804 Cooper Road  
 Oxnard, CA 93030  
**Date of Adoption:** Feb 17, 2021  
**Date of Review:** -with Staff  
 October 28, 2020  
 -with Law Enforcement  
 -with Fire Authority  
 ,

**Reviewed by:**

Name	Title	Signature	Date
Dr. Andres Duran	Principal		
Oxnard Police Department	School Resource Officer		
Martha Amezcua	School Site Council Chair		
Claudia Martinez	Site Safety Committee Representative		
Maria Romero	Site Safety Committee Representative		
Sandra Jimenez	ELAC Committee President		
Ana Medina	ORC		
Jeffrey Carranza	School Safety Committee Representative		
Police department Representative	Emergency Service Director for Oxnard		

Name	Title	Signature	Date
	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](http://www.oxnardsd.org) or in the Ramona Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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 - To provide a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

Ramona School is committed to the following:

- Guide students to become global citizens using technology and collaboration to develop critical, independent thinkers and leaders.
- Utilize technology to accelerate and provide individualized and personalized learning.
- Provide a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, intellectual growth, and development.
- Provide opportunities for family and community partnerships through participation in school committees and events.
- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other.
- Inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas.
- Use formative assessment data throughout the year to communicate and collaborate as a team member, be open to new ideas, and reflect on our practices to continue our growth as professionals.
- Ensure that all students can access the Common Core Standards State Standards Curriculum by building foundational skills that lead to college and career readiness.
- Create an environmentally responsible campus.
- Attend professional development that enhances our understanding of research-based Common Core State Standards core practices to build school capacity.
- Participate in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices
- Attend training, which supports Project-Based Learning and focuses on developing STREAM-based learning.
- Continue to provide and support educational and social-emotional services during distance learning do to the COVID19 pandemic

## Components of the Comprehensive School Safety Plan (EC 32281)

### Ramona Elementary School Safety Committee

Oxnard Police Department Representative, Sandra Jimenez (ELAC President-) Ana Medina (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 conducts 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. The principal plans and executes monthly lock-down drills and fire and earthquake drills to prepare staff and students in 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
- California Healthy Kids and Safe and Civil School Survey
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

\*Oxnard PD conducted a security inspection of the campus with the Principal (at the beginning of the year)

\*Oxnard PD is present for the whole school evacuation drill.

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 2019-2020 school year. Concerns from the prior year included concerns noted by the Safe and Civil school, and the California Healthy Kids Survey included areas in the Cafeteria, bathrooms, and hallway. These were areas of general concern. Note; these areas were of serious concern last year, we have addressed these concerns, and behaviors decreased in these areas. However, these are still areas in which students tend to congregate and therefore need to be monitored.

Attendance is not a concern at our site, but we continue to monitor attendance and refer to SARB Students as needed. For the year 2018-2019, four students were referred to SARB. When students miss a day, they are referred to Saturday school to make up for the absences.

Currently, distance attendance is monitored by the attendance Tech and the classroom Teacher. When a student is flagged, the attendance team (counselor, ORC, and attendance, admin) decides on the next action plan, including parent phone call or home visitation. A plan is developed to ensure students connect regularly.

### 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 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.

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 in the cafeteria, on the playground, or escorting students down the hallways without a visitor's pass. Office hours are from 7:30 to 4:00 p.m.

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 &amp; Success for the common areas of the campus.</p>	<ol style="list-style-type: none"> <li>1. Hold regular meetings with Ramona's Safety Committee</li> <li>2. Conduct school-wide training</li> <li>3. Identify a way to disseminate school-wide behavior expectations</li> <li>4. Reduce the number of referrals due to negative behavior</li> <li>5. Provide staff with resources that emphasize components of the CHAMPS program.</li> <li>6. Hold student assemblies to discuss behavior expectations.</li> </ol>	<p>CHAMPS School-Wide Training for staff and students</p>	<p>School Outreach Counselor Principal, Specialist,</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"> <li>1. Staff shall practice a code of ethics that embraces Cultural Proficiency.</li> <li>2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty, and fairness.</li> </ol>	<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"> <li>1. Use a referral system to identify students who may have these challenges</li> <li>2. Get parent permission for the student to see the school counselor</li> <li>3. The counselor will either conduct Social Skills counseling groups based on gender and age or provide one on one sessions</li> <li>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.</li> </ol>	<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>

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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 NCPI 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.	California Healthy Kids Survey and (Panorama)	Principal and Counselor	California Healthy Kids Survey and (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.	California Healthy Kids Survey and (Panorama)	Principal and Counselor	California Healthy Kids Survey and (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 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**

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](http://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	

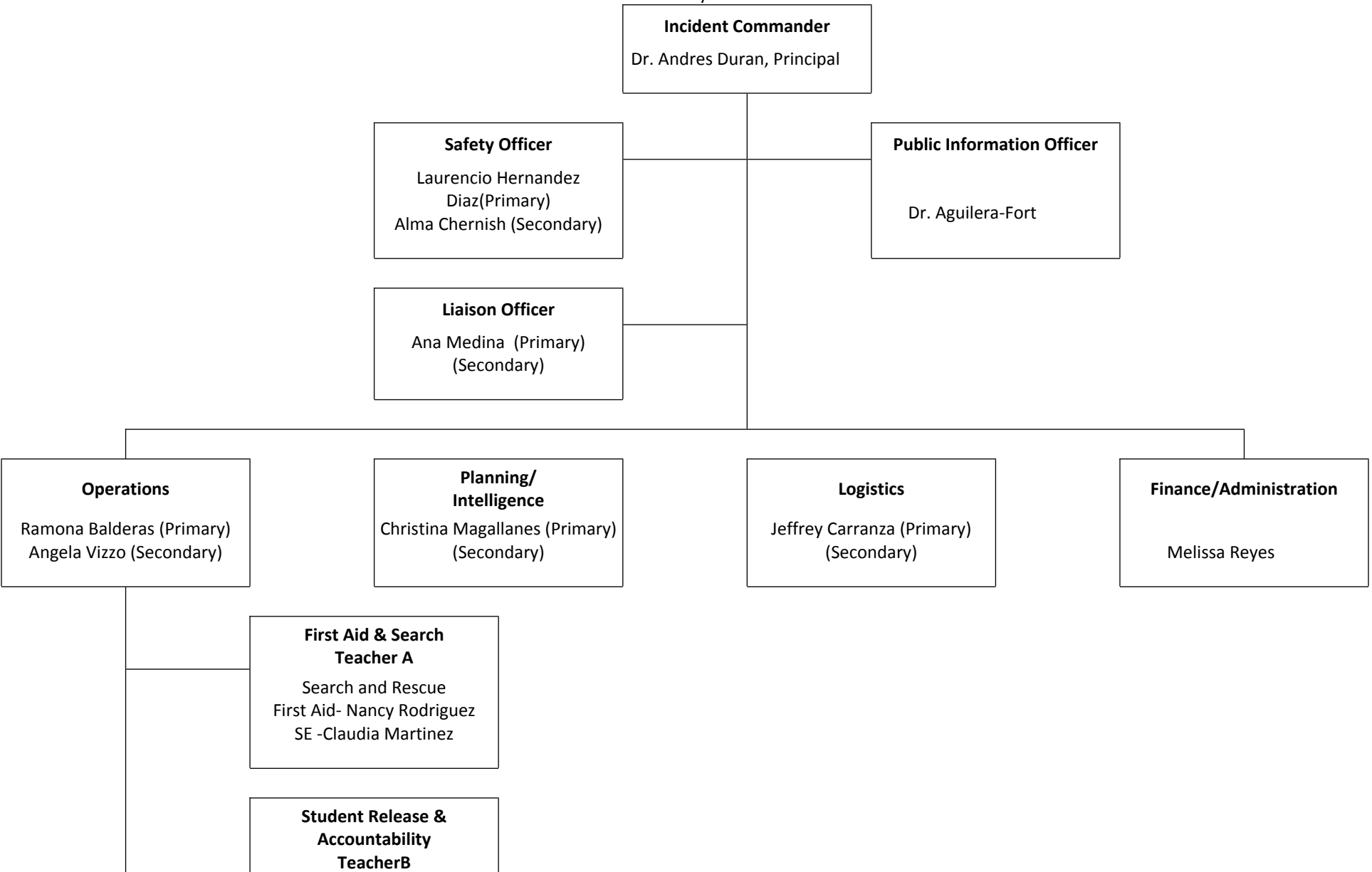
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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 School



Karina Figueroa (Primary)  
(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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map




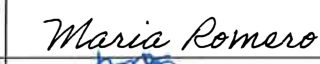

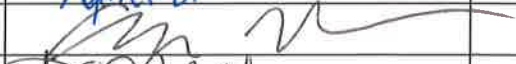



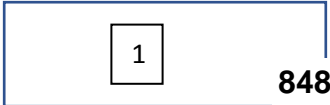
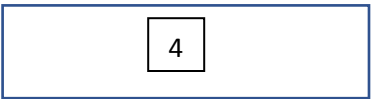
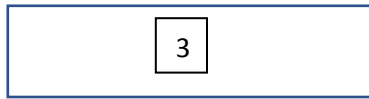
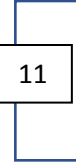
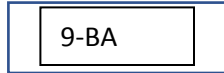
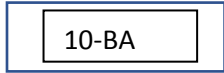
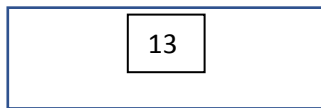
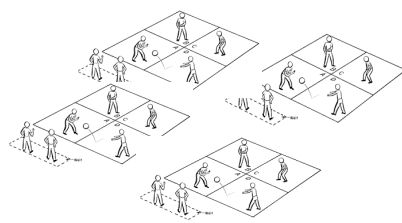
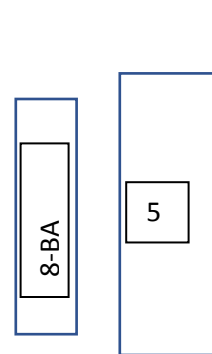
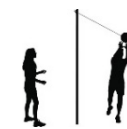
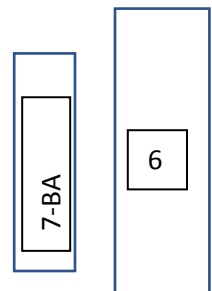
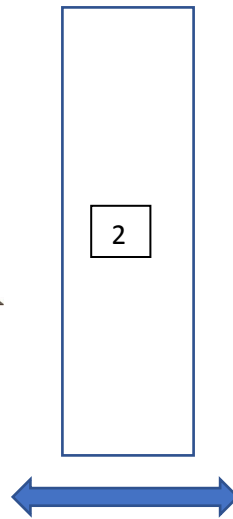
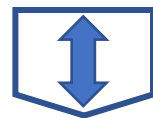
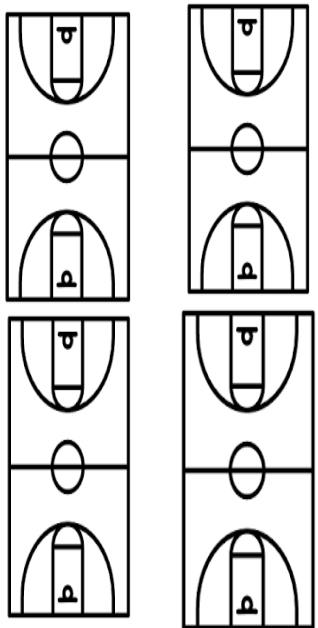
# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

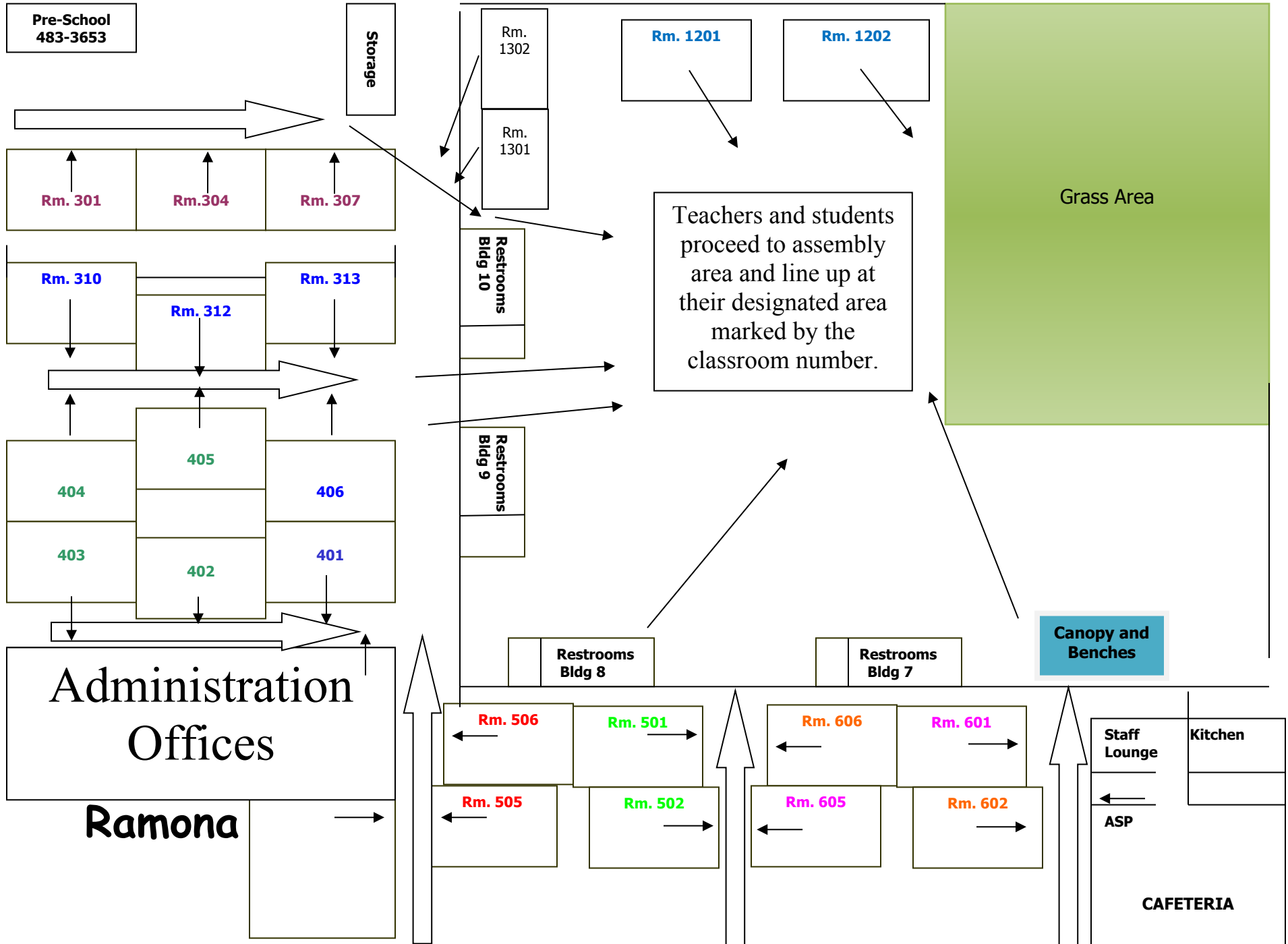
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**CDS Code:** 56725386055362  
**District:** Oxnard School District  
**Address:** 804 Cooper Road  
 Oxnard, CA 93030  
**Date of Adoption:** February 11, 2020  
**Date of Review:** -with Staff  
 January 31, 2020  
 -with Law Enforcement  
 January 31, 2020  
 -with Fire Authority  
 January 31, 2020

**Reviewed by:**

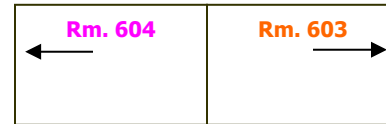
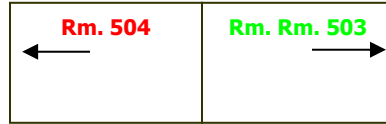
Name	Title	Signature	Date
Dr. Andres Duran	Principal		
Oxnard Police Department	School Resource Officer		
Martha Amezcu	School Site Council Chair		
Claudia Martinez	Site Safety Committee Representative		
Maria Romero	Site Safety Committee Representative		
Sandra Jimenez	ELAC Committee President		
Ana Medina	ORC		
Jeffrey Carranza	School Safety Committee Representative		
Scott Brewer	Emergency Service Director for Oxnard		



# Evacuation Map



**School**



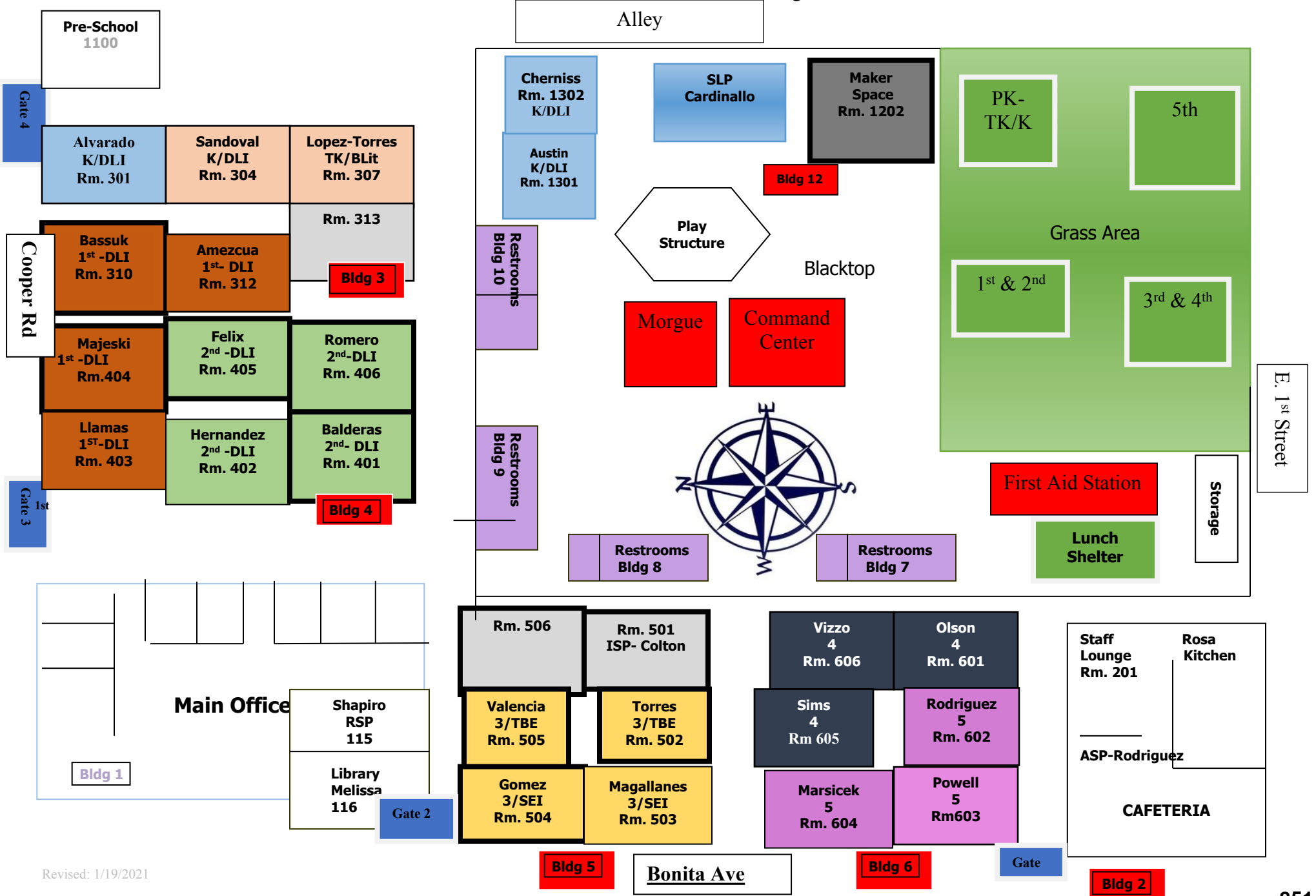
# Ramona Elementary School

**\*K dismissal**

Gate 4:  
Gate 3:  
Gate 2:

**\*1st- 5th dismissal**

Gate 3: 1st Grade  
Gate 2: 2nd Grade  
Gate 1: 3rd, 4th & 5th Grade



Revised: 1/19/2021

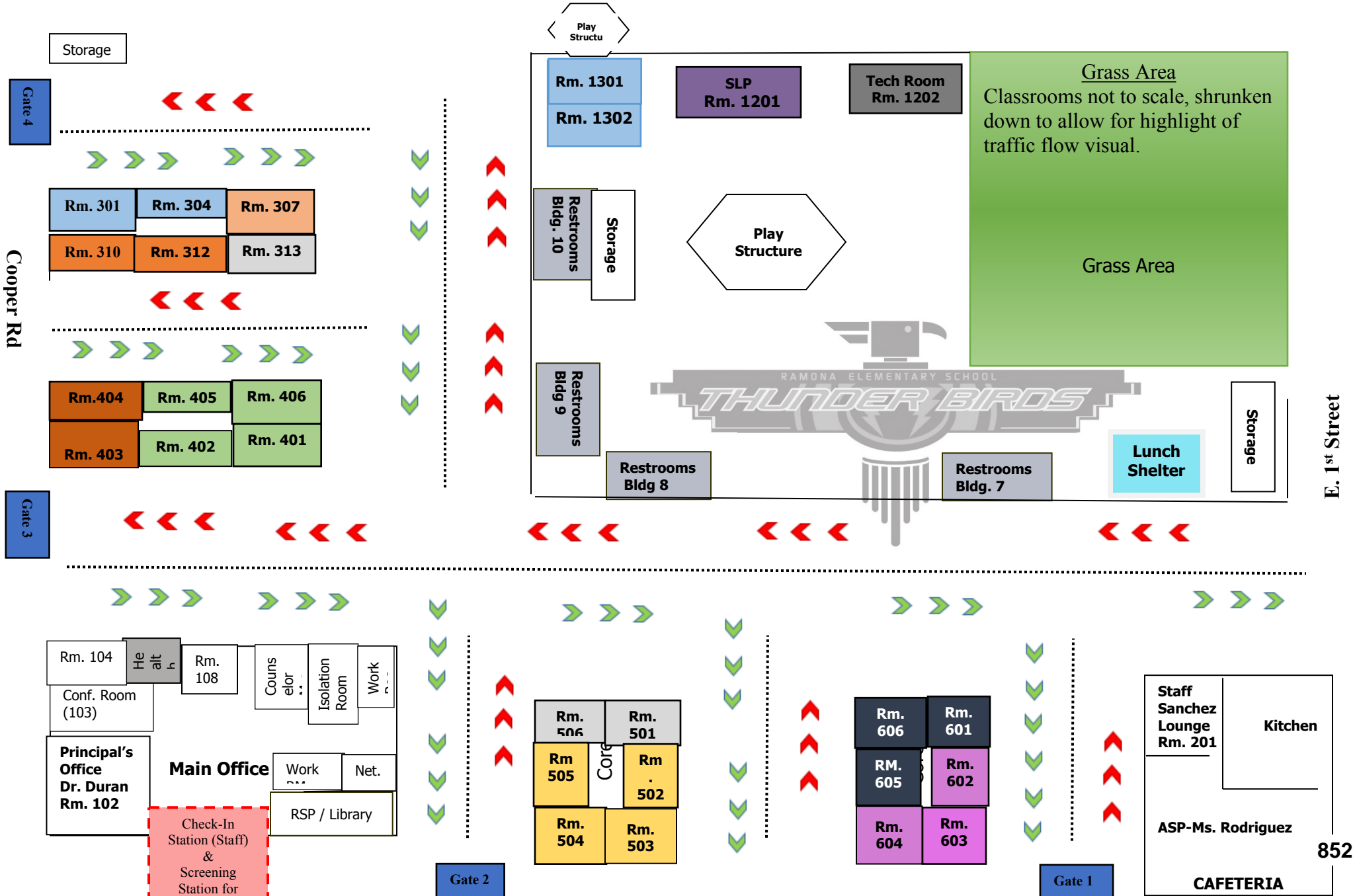
\*TK & K Dismissal

# Ramona Elementary School Traffic Flow

Dismissal  
Gate 3: Bldg 6  
Gate 2: Bldg 7  
Gate 1: Building 8

1100

## Flow



E. 1<sup>st</sup> Street

852

CAFETERIA

Staff Sanchez Lounge Rm. 201

Kitchen

ASP-Ms. Rodriguez

Rm. 606    Rm. 601

Rm. 605    Rm. 602

Rm. 604    Rm. 603

Rm. 506    Rm. 501

Rm. 505    Rm. 502

Rm. 504    Rm. 503

Core

Rm. 104    Health    Rm. 108

Conf. Room (103)

Principal's Office Dr. Duran Rm. 102

**Main Office**

Work    Net.

RSP / Library

Check-In Station (Staff) & Screening Station for

Rm. 404    Rm. 405    Rm. 406

Rm. 403    Rm. 402    Rm. 401

Rm. 301    Rm. 304    Rm. 307

Rm. 310    Rm. 312    Rm. 313

Rm. 1301    SLP Rm. 1201    Tech Room Rm. 1202

Rm. 1302

Restrooms Bldg. 10    Storage

Play Structure

Restrooms Bldg 9

Restrooms Bldg 8

Restrooms Bldg. 7

Lunch Shelter

Storage

Grass Area

Grass Area

Classrooms not to scale, shrunken down to allow for highlight of traffic flow visual.

Storage

Gate 4

Cooper Rd

Gate 3

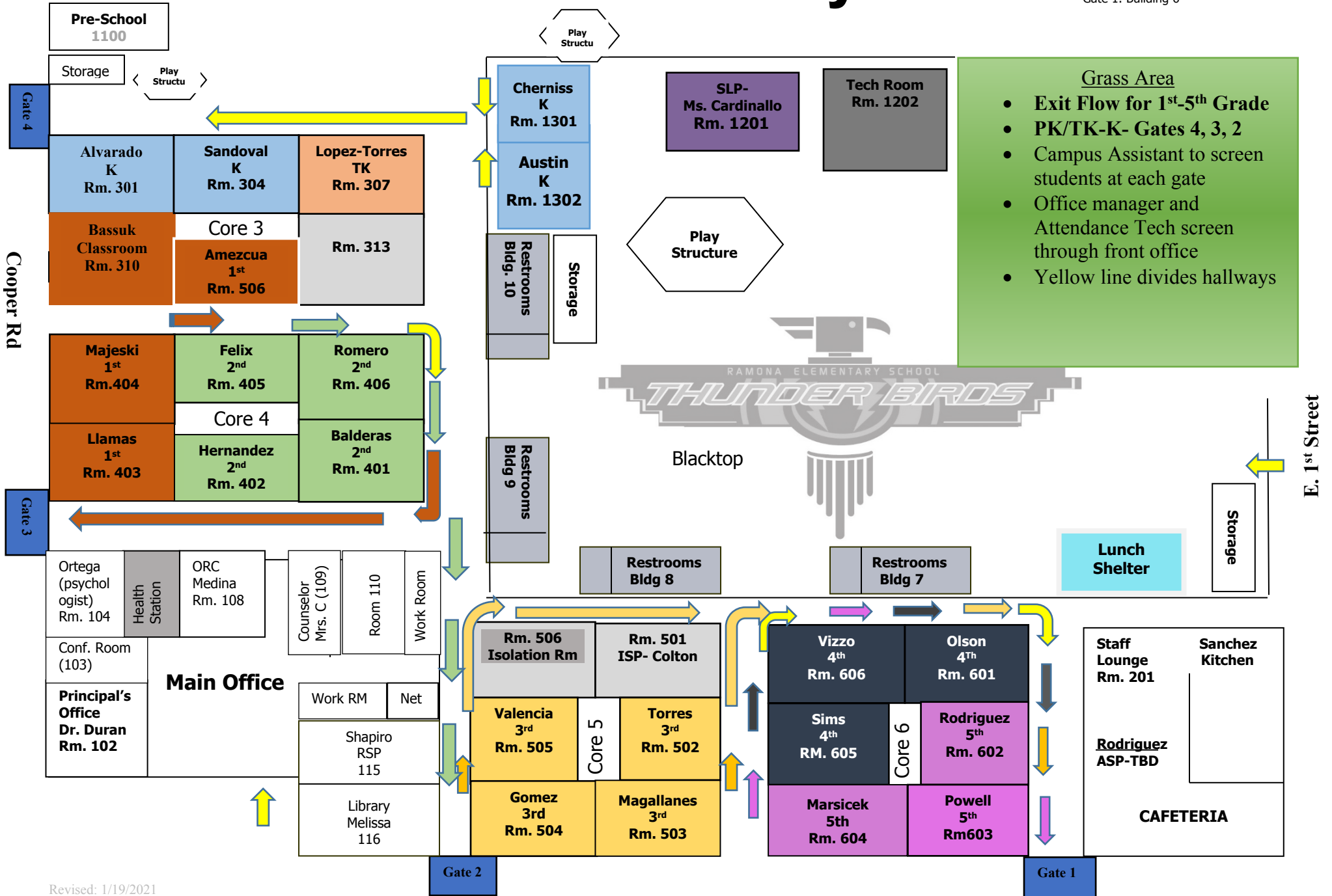
Gate 2

Gate 1

\*TK & K Dismissal  
Gate 4:

# Ramona Elementary School

Dismissal  
Gate 3: Building 4  
Gate 2: Building 5  
Gate 1: Building 6

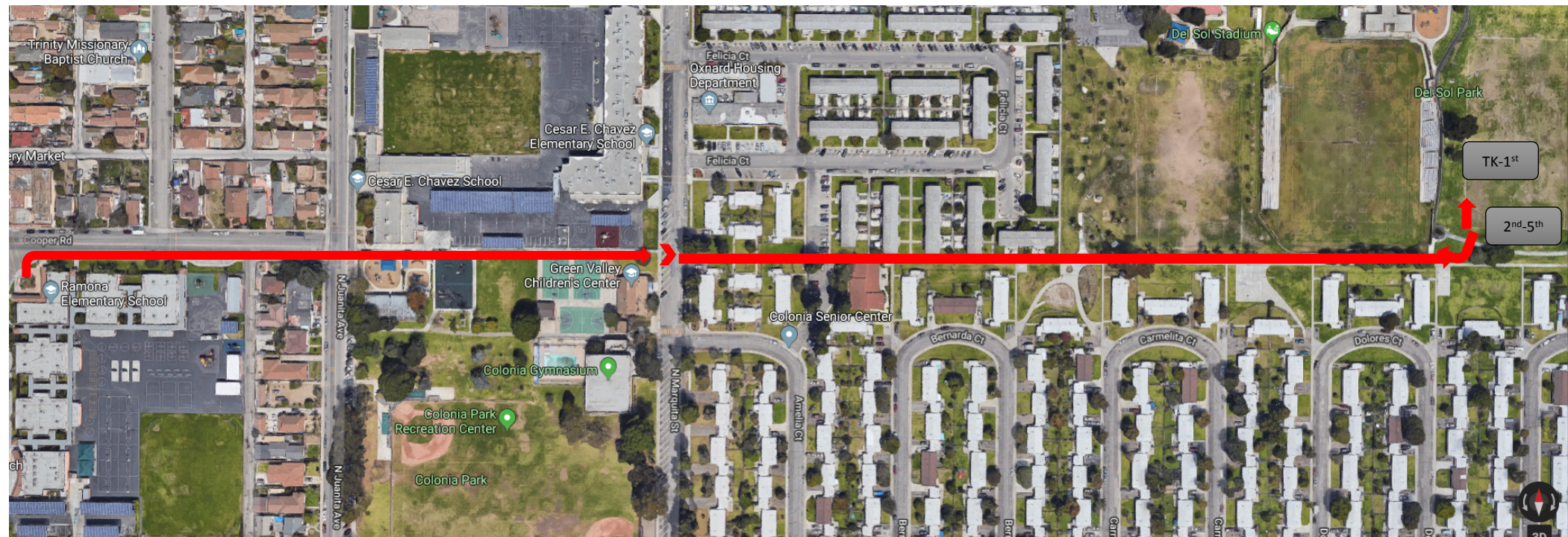


Revised: 1/19/2021

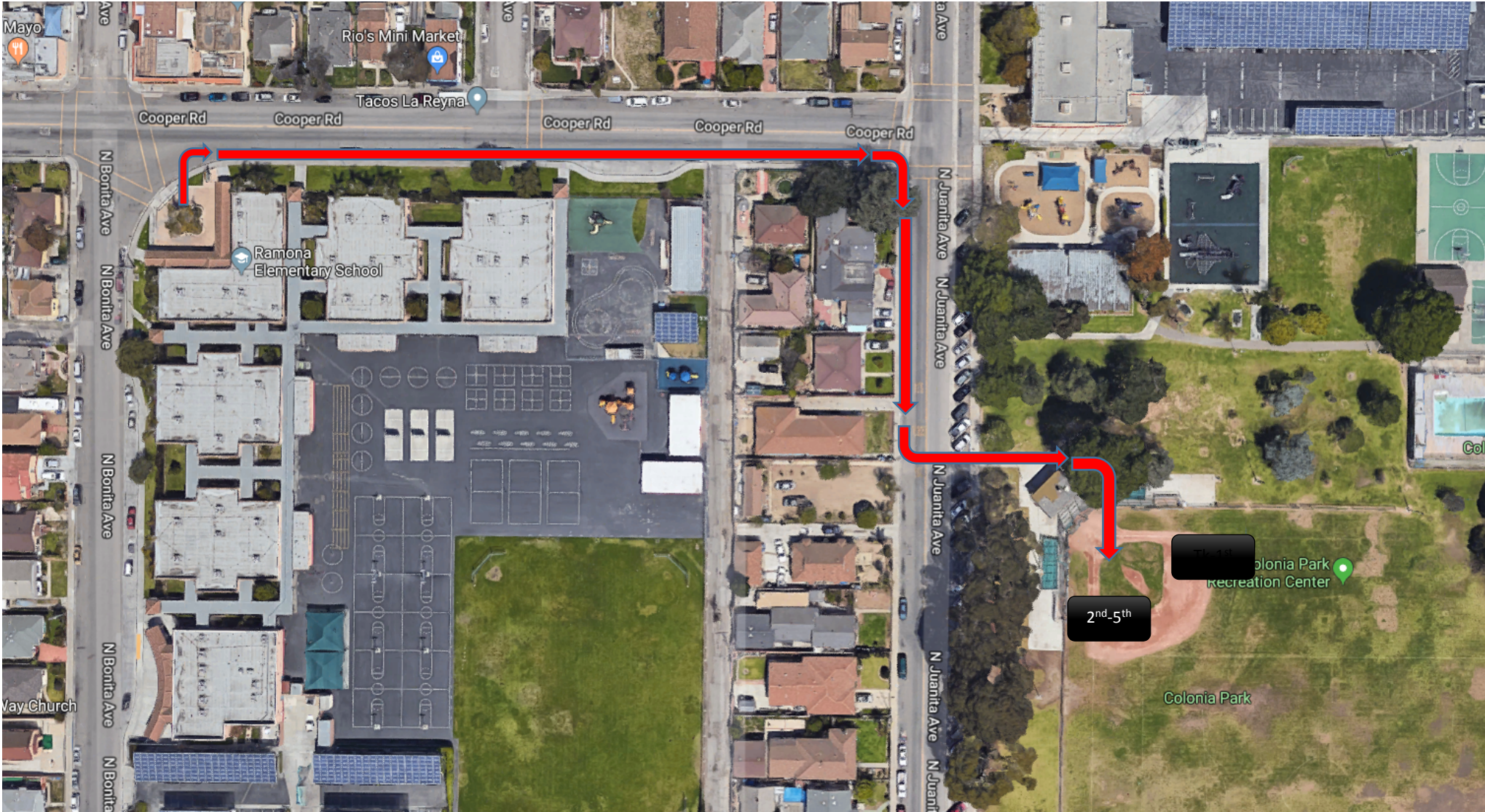
Bonita Ave

853









# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Emilie Ritche 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  
 January 20, 2021  
 -with Law Enforcement  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Nauman Zaidi	Principal		
	School Resource Officer		
	Fire Department Representative		
Marina Wyatt	SSC Chairperson / Parent		
Liz Morales	ELAC President / Parent		
Raquel Cabral	Office Manager		
Stephanie Almstrom	Counselor		
Sandra Garcia	5th Grade Teacher		
Manuel Hernandez	2nd Grade Teacher		
Robin Steffenauer	4th Grade Teacher		

Name	Title	Signature	Date
Arnulfo Duran	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](http://www.oxnardsd.org) or in the Emilie Ritchen Elementary School's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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), Liz Morales (ELAC President/Parent), Raquel Cabral (Office Manager), Stephanie Almstrom (Counselor), Sandra Garcia (Teacher), Manuel Hernandez (Teacher), Robin Steffenauer (Teacher)

### **Assessment of School Safety**

At the beginning of the school year, the School Resource Officer from the Oxnard Police Department conducted a security inspection with the principal of the campus and made recommendations which were addressed by school personnel or by the district. The SRO monitors, on an annual basis, scheduled Lockdown Drills and school-wide Evacuation Drills to ensure procedures are followed properly in their entirety. 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.

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. 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  
 XCLM-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.

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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 Ritchen 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. High 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 Ritche 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 and Ritche Coffee Talks) 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, the parking lot will be closed off and NO student drop off will be allowed. Only staff will be allowed to enter the parking lot until 8:40 am. Closing the parking lot to cars was agreed upon during the above-mentioned public meetings because of the careless driving practices of those dropping students off and students walking between and among cars. 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 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; 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. Closing the parking lot to cars was agreed upon during the above-mentioned public meetings because of the careless driving practices of those picking students up and students walking between and among cars. 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 Ritchen 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. Ritchen'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, Ritchee Coffee Talks to gain information provided.	CHAMPS, ORC, Counselor, Parent Meetings, School Resource Officer.	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"> <li>1. Conduct regular Inspections for facility conditions.</li> <li>2. Submit and monitor facility work orders.</li> </ol>	District Office facilities for concerns.	Principal, Custodian, Lead Playground supervisors.	District checklist and work orders.
Ensure a Closed Campus safe from intruders.	<ol style="list-style-type: none"> <li>1. Threat assessment with OPD.</li> <li>2. Schedule quarterly lockdown drills.</li> <li>3. Ensure gate locks are working and used.</li> </ol>	Threat Assessment.	Principal, Lead Custodian.	Feedback from OPD.
Communicate Safety Plans to the community.	<ol style="list-style-type: none"> <li>1. Ask teachers to provide information on school-wide safety issues to the school office manager and/or Principal.</li> <li>2. Share safe school plan information to all stakeholders.</li> </ol>	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 Ritzen Elementary School Student Conduct Code**

Here at Emilie Ritzen 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 Ritzen 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

Ritzen 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.

School Compact 2020-21

Online Learning Expectations for Students and Parents

Student Responsibilities/Expectations for Online Learning



Students will:

- Sign-in into the online classroom daily
- Work with the teacher in class and work independently as directed by the teacher
- Seek help when needed by speaking with or emailing the teacher
- Demonstrate learning with completion of assignments
- Engage with the online classroom by being a good listener and using tools (like headphones) appropriately
- Use feedback from the teacher to improve
- Follow the OSD Distance Learning Protocols (See attached)
- Collaborate with peers using respectful language and behaviors
- Use equipment as outlined in the Acceptable Use Policy (See attached)
- Report immediately to the teacher any bullying or concerns of harm to self or others
- Wear clothing acceptable for school

Parent Responsibilities/Expectations for Online Learning

Parents/Guardians will:

- Read OSD's Acceptable Use Policy and Distance Learning Protocols (See attached.)
- Expect their student to complete all assigned classwork by actively checking to see if assignments are complete
- Expect their student to follow all policies, protocols and rules for distance learning and hold your student accountable for misbehavior
- Communicate regularly with the teacher(s) about your student's progress
- Supervise their student's work online and offline to support her/him in being engaged in learning activities and tasks
- Support their student in maintaining a place/space free from distraction in order to complete school work

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction, including enriching experiences.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4 & 5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.
- Monitor the use of student iPads and conduct periodic checks for inappropriate content.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.

- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and video game playing and study or read every day after school.
- Work hard and do my best.
- Respect the school, classmates, staff and families.
- Use the iPad for school related purposes only and follow all school rules related to iPads.

#### Family/Parent Pledge:

- I agree to carry out the following responsibilities to the best of my ability: Provide a quiet time and place for homework, verify its completion and monitor TV viewing and video game playing. Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4 & 5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Monitor the use of my child's iPad and conduct periodic checks for inappropriate content.

#### Student Rules

The primary reason children come to Emilie Ritzen Elementary School is to learn. Parents should know that student must come to school in clothing that is safe, comfortable and in good taste. Toys and games are to be brought only if the teacher allows them. Items such as skateboards and sharp or dangerous objects are never permitted. School rules are made clear to all students and parents at the beginning of each year. Children are consistently rewarded throughout the year for appropriate behavior.

The following are school rules. Each student and his/her parents/guardian must annually sign to indicate that they understand the school's rules and the schools expectation of the students behavior. We are aware that many children have cell phones. However, cell phones are to be turned off and not used to make calls, text, or take pictures during the school day.

#### AS A RESPONSIBLE STUDENT AT EMILIE RITZEN ELEMENTARY SCHOOL

##### I PROMISE TO ...

- 1) Be in appropriate areas at all times.
- 2) Be prepared for school each day.
- 3) Exhibit appropriate respect for school and private property.
- 4) Show consideration for the safety and well being of all.
- 5) Obey promptly and with courtesy all directions from all school adults.
- 6) Line up at your room's wait area prior to entering the classroom.
- 7) Walk in the halls and asphalt areas of the playground except in designated game areas.
- 8) Use proper language at all times.
- 9) Not leave the school campus without permission.
- 10) Bring School iPad Charged every day to School.

##### FOLLOWING THE RULES WILL RESULT IN ...

- 1) Verbal praise.
- 2) Appreciation cards.
- 3) Good notes and calls home.
- 4) Special awards.
- 5) Academic Enrichment Activities

#### CONSEQUENCES FOR IGNORING THE RULES WILL BE ...

- 1st time Warning given.
- 2nd time Name on board, warning and teacher intervention.
- 3rd time Check after name, a 30 minute detention given, teacher intervention.
- 4th time Check after name, parents contacted, teacher intervention.
- 5th time One hour detention and teacher intervention.
- 6th time See the principal.
- In School Suspension
- Suspension.

#### 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, 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](http://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	

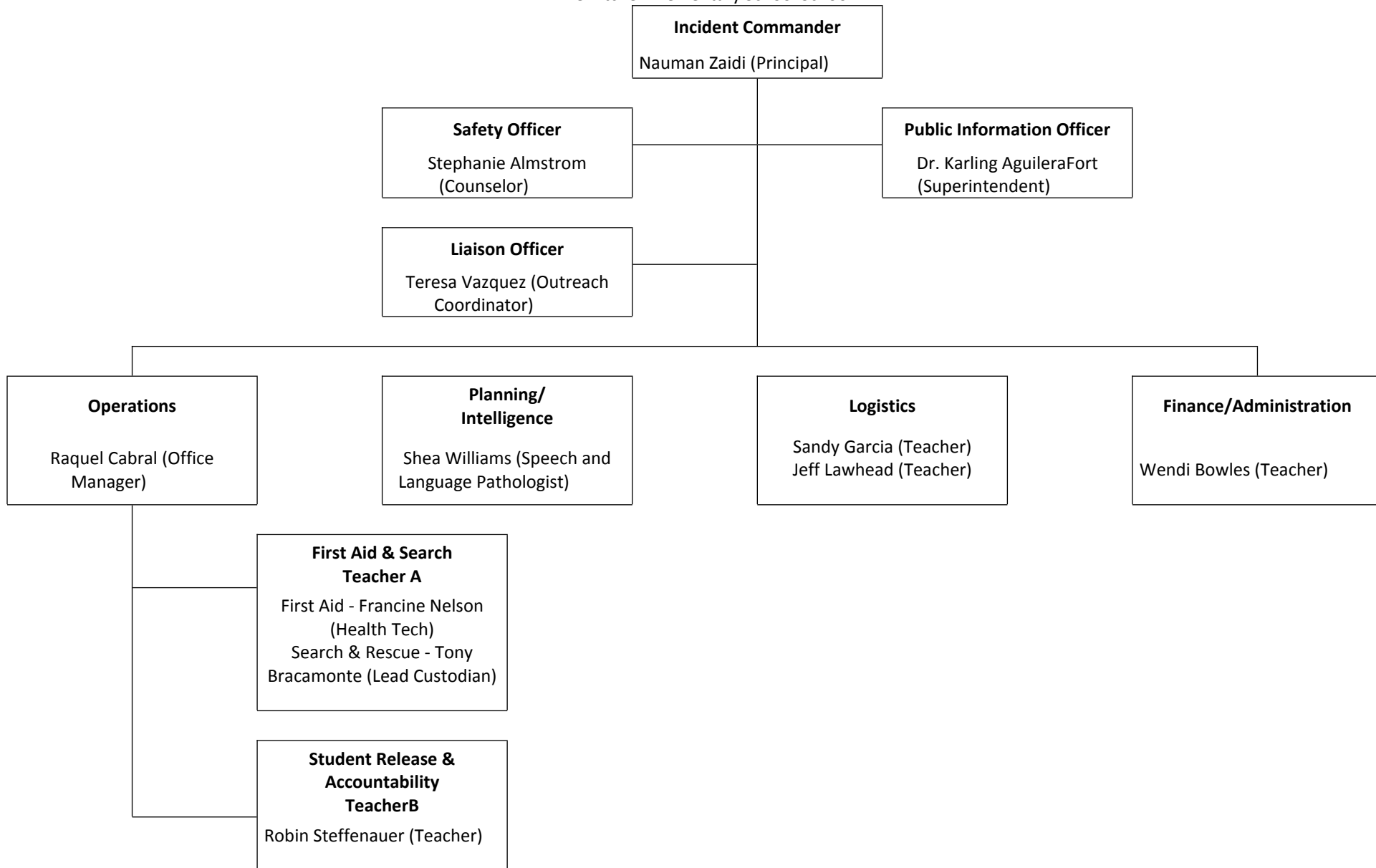
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Thurgood Marshall Elementary School
Address	2900 Thurgood Marshall Dr, Oxnard, CA 93036
Contact	Principal Sarah Lepe
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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)



#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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**

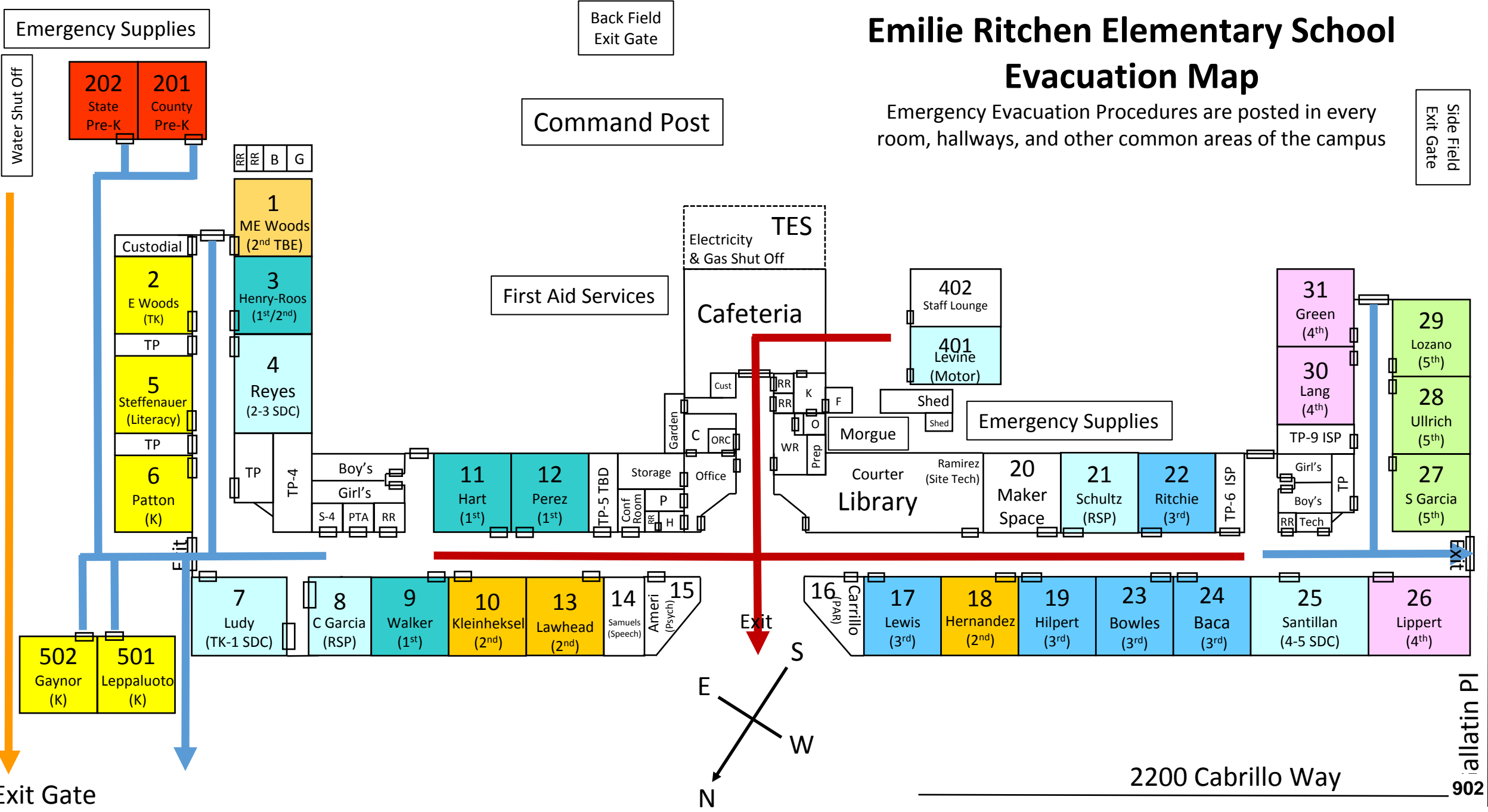
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
  - Ice Packs
  - Adhesive Bandages ¾" x 3"
  - Ex-Large Bandages
  - Gauze Pads, 3" x 3" Sterile
  - Gauze Roll, 2" x 5 yd
  - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

# Emergency Evacuation Map

# Emilie Ritchen Elementary School

## Evacuation Map

Emergency Evacuation Procedures are posted in every room, hallways, and other common areas of the campus

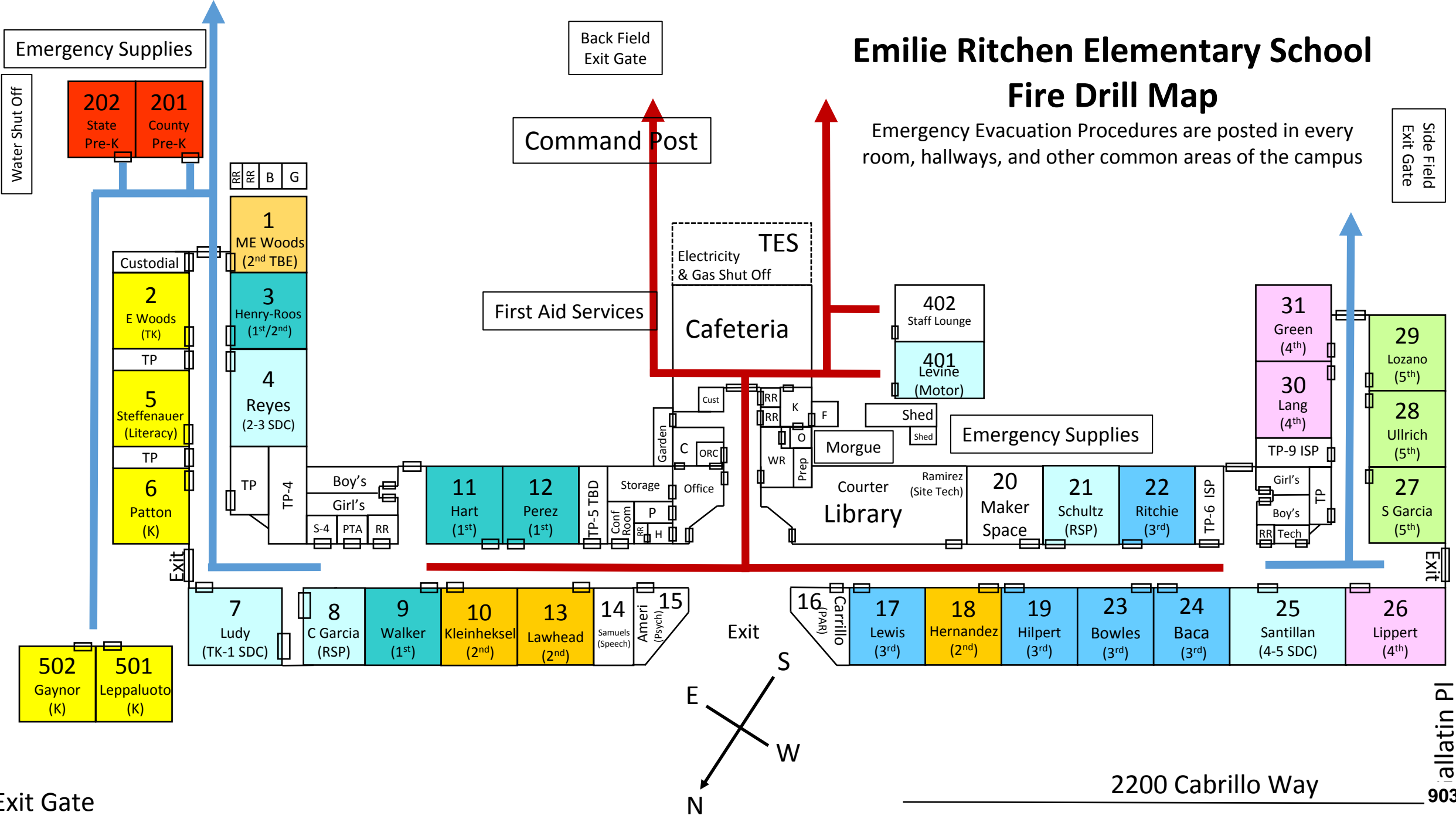




# Emilie Ritchen Elementary School

## Fire Drill Map

Emergency Evacuation Procedures are posted in every room, hallways, and other common areas of the campus



Emergency Supplies

Water Shut Off

Back Field Exit Gate

Command Post

First Aid Services

TES  
Electricity & Gas Shut Off

Cafeteria

402 Staff Lounge  
401 Levine (Motor)

Emergency Supplies

Library

20 Maker Space

21 Schultz (RSP)

22 Ritchie (3rd)

31 Green (4th)  
30 Lang (4th)  
TP-9 ISP  
Girl's  
Boy's  
RR Tech

29 Lozano (5th)  
28 Ullrich (5th)  
27 S Garcia (5th)

Side Field Exit Gate

502 Gaynor (K)  
501 Leppaluoto (K)

7 Ludy (TK-1 SDC)

8 C Garcia (RSP)

9 Walker (1st)

10 Kleinheksel (2nd)

13 Lawhead (2nd)

14 Samuels (Speech)  
15 Ameri (Psych)

16 Carrillo (PAR)

17 Lewis (3rd)

18 Hernandez (2nd)

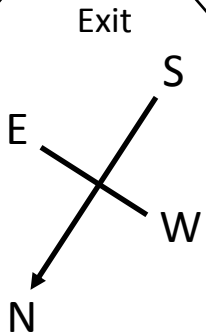
19 Hilpert (3rd)

23 Bowles (3rd)

24 Baca (3rd)

25 Santillan (4-5 SDC)

26 Lippert (4th)



2200 Cabrillo Way


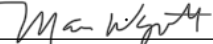


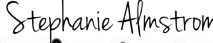
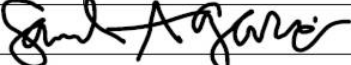


Exit Gate  
903

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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  
 January 20, 2021  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Nauman Zaidi	Principal		1-21-21
	School Resource Officer		
	Fire Department Representative		
Marina Wyatt	SSC Chairperson / Parent		01/14/21
Liz Morales	ELAC President / Parent		1-21-21
Raquel Cabral	Office Manager		1-21-21
Stephanie Almstrom	Counselor		1-21-21
Sandra Garcia	5th Grade Teacher		1-20-21
Manuel Hernandez	2nd Grade Teacher		1-21-21
Robin Steffenauer	4th Grade Teacher		1-20-21

Name	Title	Signature	Date
Arnulfo Duran	After School Program Site Coordinator	<i>Andres Duran</i>	1-21-21

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Rose Avenue Elementary-The School of Science and Wellness  
**CDS Code:** 56725386055370  
**District:** Oxnard School District  
**Address:** 220 South Driskill Street  
 Oxnard, CA 93030  
**Date of Adoption:** 12/10/2020  
**Date of Review:** -with Staff  
 01/13/2021  
 -with Law Enforcement  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Pablo Ordaz	Principal		
Heather Drucker	5th Grade Teachr		
Leticia Vidal	1st Grade Teacher		
Gina Hawkins	2nd Grade Teachr		
Anna Serghides	Kindergarten Teacher		
Sarah Manley	SDC 3/4 Teacher		
Sandra Medrano	4th Grade Teacher		
Raquel Rodriguez	ORC		
Michelle Moran	1st Grade Teacher		
Steven Fimbres	ASP		
Ruth Martinez	School Site Council Chairperson		

Name	Title	Signature	Date
Norma Estrada	ELAC President		
Rosa Gracia	Office 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](http://www.oxnardsd.org) or in the Rose Avenue Elementary-The School of Science and Wellness's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://www.cdc.gov)*

### **Safety Plan Vision**

Rose Avenue Elementary-The School of Science and Wellness. We believe all students deserve a nurturing, safe and secure learning environment. We are dedicated to engaging students through science and wellness, while promoting a partnership between family and school to further develop a positive, safe and healthy school climate. We strive to promote every students' health and safety through, family and community collaboration. We aim to meet and support students' social/emotional and academic achievement needs.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Rose Avenue Elementary-The School of Science and Wellness Safety Committee

Mr. Pablo Ordaz- Principal, Officer Resource- Eduardo Murillo, Leticia Vidal- Teacher, Rosa Garcia - Office Manager, Christina Austin, Sarah Manley -SDC 3/4 Teacher, Anna Serghides - Second Grade Teacher, Ruth Martinez -School Site Council Chairperson, Mayra Perez - School Counselor, Raquel Rodriguez-ORC, Norma Estrada-ELAC President. Scott Brewer - Emergency Manager for City of Oxnard

### Assessment of School Safety

#### Maintaining a Safe Campus:

- The site will receive input from OPD and Risk Management
- OPD conducted a security inspection of campus with the principal/based on the feedback from the SRO the site will make modifications to the site's visitor policy
- OPD was involved and present in evacuation drills as well as lock down drills before the current COVID-19 Pandemic
- Risk Management conducts a safety inspection of the campus on a yearly basis. A report is submitted and necessary changes are made.
- The schools' Lead Custodian and the Site Principal will conduct bi-monthly safety inspections and will submit a report to the District Office.
- Safety issues are reported by staff to the administration and 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.
- The site provides ongoing safety training for all staff.
- All office staff has been trained on proper protocols when checking students out of school- board policy is followed.
- Regular monthly drills are conducted; Earthquake, Lock-down, Evacuation and Fire Drills.
- The Oxnard Police Department Traffic Unit are called periodically to observe the traffic patterns during arrival and dismissal.
- The Safety Committee meets regularly to review all safety and security procedures and make necessary recommendations and changes.

#### Campus Security:

- OPD is invited to attend lock-down drills scheduled by school staff to ensure that procedures are followed properly, providing feedback to principal who will debrief with staff and implement the necessary changes.
- Monthly drills are conducted: Earthquake, Lock-down, Evacuation and Fire Drills.

#### 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.
- 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 recommendation and changes.

#### Repairs:

- 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.

#### Emergency Supplies:

- An annual inventory is conducted of all the emergency equipment.
- All emergency equipment is replenished as needed.
- The emergency operation plan (EOP) and rescue plan is updated regularly.
- The school staff will receive training on search and rescue procedures and responsibilities.

#### Information Awareness:

- The staff is trained in the School Safety Plan.

- The safety committee meets regularly to review all safety and security procedures and makes any necessary recommendations and changes.

Parent and Community Outreach:

- The site will provide a parent safety-education during meetings.
- Parents and community will be informed of safety procedures through newsletters, Ed-Connects and meetings.
- The School Principal will update SSC and ELAC members of the School's Safety Plan.
- The Site is a closed campus, all visitors must check in with the office and obtain a visitor's badge.

Student Security:

- Security measures are implemented by having a closed campus. All students are dropped off in the morning and enter through three designated main gates.
- During dismissal, K-1 students exit through the Driskill Street Kinder gate (flagpole), 2nd and 3rd grade students exit through the left side cafeteria gate and 4th-5th students exit through the main gate.
- All school employees and cleared parent volunteers will wear a school/district provided identification badge when on campus.
- All adults picking up students before regular dismissal are required to be on the student's emergency card, be 18 years of age and produce a valid form of identification.
- Visitor passes will only be granted to parents who are attending a school meeting or event.
- Parents who wish to visit the campus will be asked to pre-schedule their visit at the front office with at least a 24 hour notice.
- 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.

Student Supervision:

- The site provides adequate student supervision before and after school, lunch and recess.
- Campus Assistants receive on-going training.

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, PBIS Team and Counselor support teachers with CHAMPS in the classroom.
- The school's Counselor and ORC will provide Social Skills Groups targeting bullying, decision making and motivation.
- The school provides teachers and students with a paper reporting bullying program.

**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)**

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 classroom 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.

All students at Rose Avenue will be held to the school dress code policy. Students who violate the dress code policy can call parents or guardians to resolve the issue. The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board of education policies.

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).

1. Shoes must be worn at all times. Sandals must have heel straps. Flip Flops or backless shoes are not acceptable. Non-skid laced shoes preferred.
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 professional sports teams.
3. Hats, caps, and other head coverings shall not be worn indoors unless it is approved.
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. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
6. 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 regular student day is from 8:00 AM to 2:10 PM. TK-Kindergarten hours are from 8:00 AM - 1:17 PM. Parents dropping students off at school are made aware that supervision IS NOT available before 7:30 am. School office hours are 7:30 a.m. to 4:00 p.m. Rose Avenue is a closed campus and parents are not allowed on the campus at the beginning of the school day and have special directions for dismissal. The principal, through Connect Ed, sends a phone message to all parents updating them with any changes for ingress and egress throughout the year. Guidelines addressing the arrival and dismissal of students are also included in Rose Avenue School welcome back packet. This information is also shared in assemblies, Coffee with Principal/ Title I meetings, School Site Council Meetings and ELAC Meetings. Safety issues are also shared through Connect Ed/Parent Connect, School Website, and school Twitter and Facebook accounts.

Specific procedures include:

- No students are allowed to arrive at school before 7:30 AM.
- Students must exit and enter through the designated grade level front gates.
- School begins at 8:00 AM, there is a five minute warning bell at 7:55 AM.
- Do not park in the bus loading and unloading zone.
- Rose Avenue staff assist students at arrival and departure for safety at all gates.
- Use caution during arrival and departure times. Be patient and safe.
- Cross streets at designated cross walks.
- Parents are encouraged to walk with their children across the street.
- Dismissal time is 2:10 PM, park outside of the school when waiting for children.
- Teachers walk students to the exit gates and supervise classes for safe and orderly dismissal.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)****Component:**

"Positive School Climate" The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.

**Element:**

School-Wide Positive Behavior Support: We review all school rules with students and parents during class time, discipline assemblies, review of CHAMPS assemblies, at parent meetings, at Back to School Night, classified and certificated staff meetings.

**Opportunity for Improvement:**

Implementation of School-Wide Positive Behavior Support and Anti-Bullying Program: CHAMPS

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Inform all staff of supervision expectations	At the beginning of each school 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 staff members on PBIS/CHAMPS.	PBIS Committee for implementation support; shared previous successful strategies with students, positive reinforcement for appropriate behavior - CHAMPS incentives <ul style="list-style-type: none"> <li>• Family support from the ORC and school counselor;</li> <li>• Friday's announcements by Student Council review PBIS/CHAMPS expectation assemblies.</li> </ul>	Principal, Safety Committee, PBIS Committee, School Counselor, ORC, Teachers, Campus Assistants	Continuous review of behavior and discipline referrals, information reports from campus assistants and teachers' observation.
2) Inform all students of behavior expectations/Including during distance learning	Principal will review school expectations at CHAMPS assemblies at the beginning of the school year, after winter break and after spring break. Teachers will review their classroom expectations regularly so all students are informed of CHAMPS implementation procedures; procedures will be posted in all classrooms and all common areas: cafeteria, hallways, library, restrooms, playground and PBIS Room.	CHAMPS posters to reinforce procedures, behavior expectations, teacher provided information, assemblies for all grade levels. <ul style="list-style-type: none"> <li>• Meetings to inform parents so they can reinforce safety expectations at home.</li> </ul>	Principal, School Counselor, ORC, Teachers, Campus Assistants	Classroom walk-thru, observations of students in common areas. Reports from all staff, CHAMPS Committee observations of implementation procedures and support.
3) Parents will be offered the opportunity to provide input and feedback on an ongoing basis during parent meetings, with administrator or a suggestions box.	Inform parents at SSC, ELAC, Title I meetings, Coffee with the Principal, and PTA meetings.	PBIS/CHAMPS presentation materials/workshops.	Principal, School Safety Committee, PBIS Committee, ORC, School Counselor	Teacher interaction reports with parents, office staff reports of interactions with parents, parent survey, Information from parents at SSC, ELAC, PTA and Title I meetings.

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
5) Inform all school stakeholders through meetings and ask for input to increase positive school behaviors and decrease negative behaviors.	Provide information to all stakeholders via Blackboard, School Site Council, ELAC, Title I meetings, Coffee with the principal, PTA and Staff meetings.	PBIS/CHAMPS, ORC, School Counselor, Parent Meetings,	Principal, School Safety Committee, PBIS Committee, ORC and School Counselor	Parent and school staff survey/observations
6) Continued Training and Review of CHAMPS for all students after each vacation break	Rose Avenue teachers and students will review CHAMPS procedures regularly and at each trimester and after each school break.	Posters to reinforce behavior expectations and procedures, teacher provided information, school assemblies for all grade levels. PBIS ring of resources for teachers.	Principal, Rose Avenue staff and PBIS Committee.	Classroom visits, observation of students in common areas, reports from all staff, PBIS Committee observations on implementation and peer support.
7) Continued Training of all classified and certificated staff in PBIS/CHAMPS implementation.	Assemblies, Daily Implementation, Certificated and Classified Staff Meetings.	Teachers, CHAMPS Handouts, Posters CHAMPS Training, PBIS Committee Training, District PBIS professional development opportunities.	Principal and PBIS Team	Classroom Walk-Thru, weekly staff meetings feedback, data from referrals made to the office.
8) Support Staff With Classroom Progressive Discipline.	Provide Classroom Progressive Discipline	Progressive Discipline List/Chart	Principal, School Counselor and PBIS Committee.	Feedback from Staff and Parents
9) Inform all staff of Safety COVID-19 Procedures and School Protocols.	Upon staff returning to school campus all safety protocols and guidelines will be reviewed with all staff.	OSD Risk and Management Safety Guidelines and COVID-19 Protocols	Principal, Office Manager, ORC, Counselor	Staff feedback and check-in and check-out data

**Component:**

School's Safe Physical Environment

**Element:**

Safe School Environment

**Opportunity for Improvement:**

Ensure the facility is in safe working order and site based response



Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Staff will be familiar with new terminology included in Lock-down Procedures distributed by Oxnard Police Department and Risk Management Dept.	Discuss procedures and terminology at the start of the school year, during staff meetings, practice lock-down procedures with school staff.	Rose Avenue certificated and classified staff as well as students. Lock Down Poster Procedures.	Principal and School Safety Committees	Staff will know what to do in a lock-down 1 and 2 drills, fire drills and earthquake drills
2) Ensure a closed Campus safe from intruders.	(A)Threat assessment with Oxnard Police Department/OSD (B)Schedule monthly lock-down drills (C)Ensure all gate locks are in working order and closed at all times.	Oxnard Police Department threat assessment presentation	Principal, Lead Custodian, Campus Assistants, Office Staff	Feedback from practice drills and OPD
3) Ensure that the physical school structure including playground (s) are in safe working order.	A. Conduct regular inspections for facility conditions. B. Submit and monitor facility work orders.	District Office facilities for concerns	Principal, Lead Custodian, Campus Assistants, Office Staff	District checklist and work orders
4) After School Program will participate in lock-down drills to ensure safety of students throughout the regular and extended school day.	Inform ASP staff of Rose Ave lock-down drill procedures. Meet with ASP staff to schedule drills. Follow up with ASP staff to see how drills went.	Oxnard Police Department Handout and Risk Management posters, Lock-down Drill Poster	Principal, Teacher Liaison and ASP Staff	Oxnard Police Department and ASP Coordinator will give feedback to staff after drills have been completed.
5) Update all safety and evacuation plans to include all grades PreK -, 5.	Create/update plans, evacuation maps, and instruct staff and students on new information.	Updated Evacuation Plan and Maps	Principal, Teachers and Support Staff	Plan and handouts
6) Schedule regular safety drills.	Select a monthly date. Provide staff with safety drill handouts	School Drill Calendar, Meet OPD and Handouts	Principal and all staff	Submit District Safety Summary Forms.
7) Ensure all Entrances, Exits and walking paths are clearly labeled with safety guidelines as per Risk Management during current COVID-19 Pandemic	Ensure all safety guidelines are posted and maintained and staff follows them	Risk Management posters and safety guidelines, floor decals, and literature	Principal. Office Staff, Campus Assistants, Teachers	Morning checks of entrances and exits to maintain signage, ensure all continued to be up to date

**Component:**

Disaster Preparedness: At Rose Avenue School we have developed a complete Disaster Preparedness Plan. Our goal is to make sure that students and staff are safe at all times and that there is a plan in place.

**Element:**

School Safety: We have developed our plan as a team and have reviewed all the components. All key players know their positions and roles in case of a disaster/emergency.

**Opportunity for Improvement:**

Ensure all staff and students are prepared in case of emergency, Site based response: Provide regular updates and review at meetings. Train all personnel as needed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1) Students will know what to do in case of an emergency such as fire, earthquake, or lock-down.	Conduct monthly emergency preparedness drills	Disaster Procedures Poster	Principal, Counselor and School Office Staff	Office Referrals, Teacher reports and OPD reports
2) Ensure that classroom doors and school gates are locked at all times.	Send reminders in weekly bulletin and verbally during staff meetings.	Weekly bulletin, staff meetings	Principal, Office Manager, Campus Assistants, Teachers	Doors and gates will remain locked at all times
3) Practice emergency procedures.	Monthly fire/evacuation and/or lock down drills.	Emergency Operations Plan	Principal, Lead Custodian, School Counselor.	Safety, Fire, Lock-down Record Log
4) Ensure we have necessary emergency equipment.	Annual inventory and refill all emergency equipment supplies	Emergency equipment and supplies	Principal, Office Staff and School Safety Committee	Safety Log, Safety Backpacks, Porta banos,
5) Ensure emergency operations plan is implemented.	Hold monthly emergency preparedness drills, train staff on their responsibilities and stations during a disaster.	Emergency Operations Plan	Principal, School Safety Committee	Oxnard Police Department Feedback and Risk Management
6) Write and update School Safety Plan yearly.	Meet yearly to update the school safety plan and/or as needed.	Place item on parent meeting agendas. Meet with leadership and safety committee.	Principal and all staff	Submit Safety Plan for Board Approval
7) All staff to be FEMA certified.	All staff to take online test.	Refer staff to HR for online log-ins and passwords.	Principal	Submit certifications to HR.
8) Ensure all students and staff follow ingress and egress plan and safety marked paths on campus during current COVID-19 Pandemic	All areas on campus are clearly labeled and marked for all to follow.	Signage and labels, ingress and egress school map	Principal and Office Staff	Weekly checks on signage and labels to remain posted during current pandemic.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Rose Avenue Elementary-The School of Science and Wellness 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. Rose incorporates the Puma CHAMPS Bucks program emphasizing the guidelines for success - Be Safe, Be Responsible, Be Respectful – Be Your Best 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 rules 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 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.

#### Expectations for Parents

- Ensure 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 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 scheduled.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

#### Expectations 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 students.

#### Expectations for Administrator

- Inform students and parents about school district discipline standards.
- Consistently monitor classrooms, 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 CHAMPS School Guidelines for Success:

- Be Kind: and respectful to everyone.
- Be Responsible: Take care and protect school property.
- Be Safe: Running on grass areas only.
- Be you best: Keep Rose Avenue bully free,

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 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/expectations are taught and reviewed, 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

CHAMPS Incentives are used to promote exemplary student conduct.

#### SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES

##### Expectations:

- Basic rules/CHAMPS expectations are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules/CHAMPS expectations are sent home each year, in written form, for parental review and signature.
- 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 success.
- Teachers will cooperate with other staff in enforcing school rules/CHAMPS expectations and helping students understand the benefits of choosing behavior that shows respect for other people and property.
- The principal will establish and enforce rules/CHAMPS expectations 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/CHAMPS expectations 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 stakeholders 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**

At Rose Avenue School, the Leadership Team, ELAC, Title I meetings, Staff, School Site Council, and School Safety Committee meet throughout the school year to review and update the School Safety Plan. The local Fire Department and OPD will review the School Safety Plan. The comprehensive plan is subject to review and evaluation with public input. Amendments to the plan may be considered more than once a year, in case of emergency.



## 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](http://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	

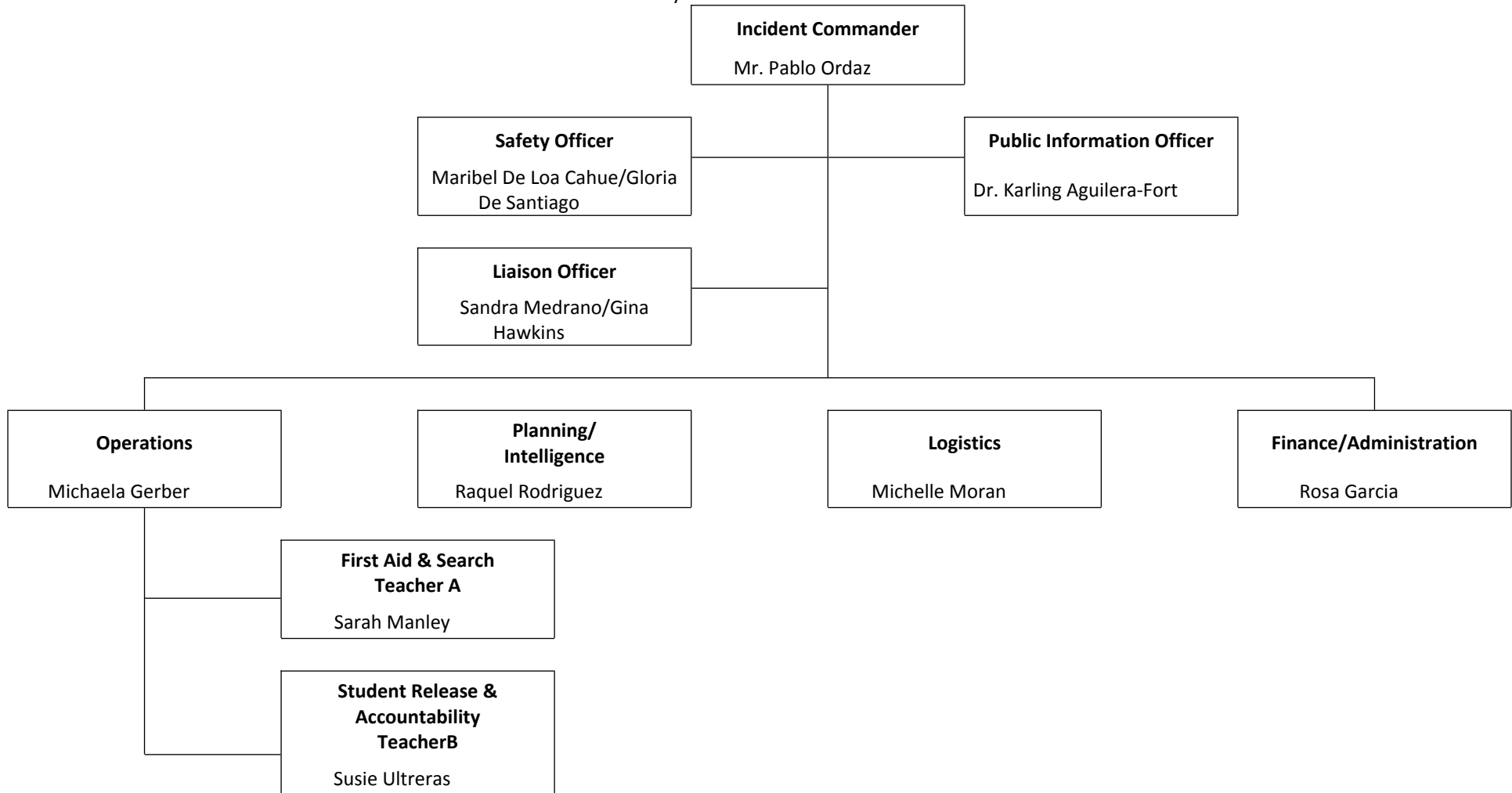
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Rose Avenue Field
Address	220 South Driskill Street
Contact	Pablo Ordaz
Phone Number	805-890-1435

Phone Number	
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**Incident Command System (ICS)**

Rose Avenue Elementary-The School of Science and Wellness 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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 Map

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Rose Avenue Elementary-The School of Science and Wellness  
**CDS Code:** 56725386055370  
**District:** Oxnard School District  
**Address:** 220 South Driskill Street  
 Oxnard, CA 93030  
**Date of Adoption:** 12/10/2020  
**Date of Review:** -with Staff  
 01/13/2021  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Pablo Ordaz	Principal	<i>Pablo Ordaz</i>	12-10-20
Heather Drucker	5th Grade Teachr		
Leticia Vidal	1st Grade Teacher		
Gina Hawkins	2nd Grade Teachr		
Anna Serghides	Kindergarten Teacher		
Sarah Manley	SDC 3/4 Teacher	<i>Sarah Manley</i>	1-13-21
Sandra Medrano	4th Grade Teacher		
Raquel Rodriguez	ORC	<i>Raquel Rodriguez</i>	1-12-21
Michelle Moran	1st Grade Teacher		
	Emergency Manager for Oxnard		

Name	Title	Signature	Date
Ruth Martinez	School Site Council Chairperson		12/18/2020
Norma Estrada	ELAC President		1/19/2021
Rosa Gracia	Office Manager		12-18-20

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

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Reviewed by:


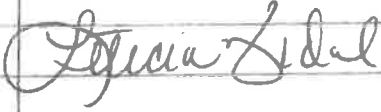


Name	Title	Signature	Date
Pablo Ordaz	Principal	<i>Pablo Ordaz</i>	12-10-20
Heather Drucker	5th Grade Teachr	<i>Heather Drucker</i>	1-19-2021
Leticia Vidal	1st Grade Teacher		
Gina Hawkins	2nd Grade Teachr		
Anna Serghides	Kindergarten Teacher		
Sarah Manley	SDC 3/4 Teacher	<i>Sarah Manley</i>	1-15-21
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Raquel Rodriguez	ORC	<i>Raquel Rodriguez</i>	1.12.21
Michelle Moran	1st Grade Teacher		
	Emergency Manager for Oxnard		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

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**Reviewed by:**

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Leticia Vidal	1st Grade Teacher		
Gina Hawkins	2nd Grade Teachr		1/21/21
Anna Serghides	Kindergarten Teacher		
Sarah Manley	SDC 3/4 Teacher		1-15-21
Sandra Medrano	4th Grade Teacher		
Raquel Rodriguez	ORC		1-12-21
Michelle Moran	1st Grade Teacher		
	Emergency Manager for Oxnard		

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

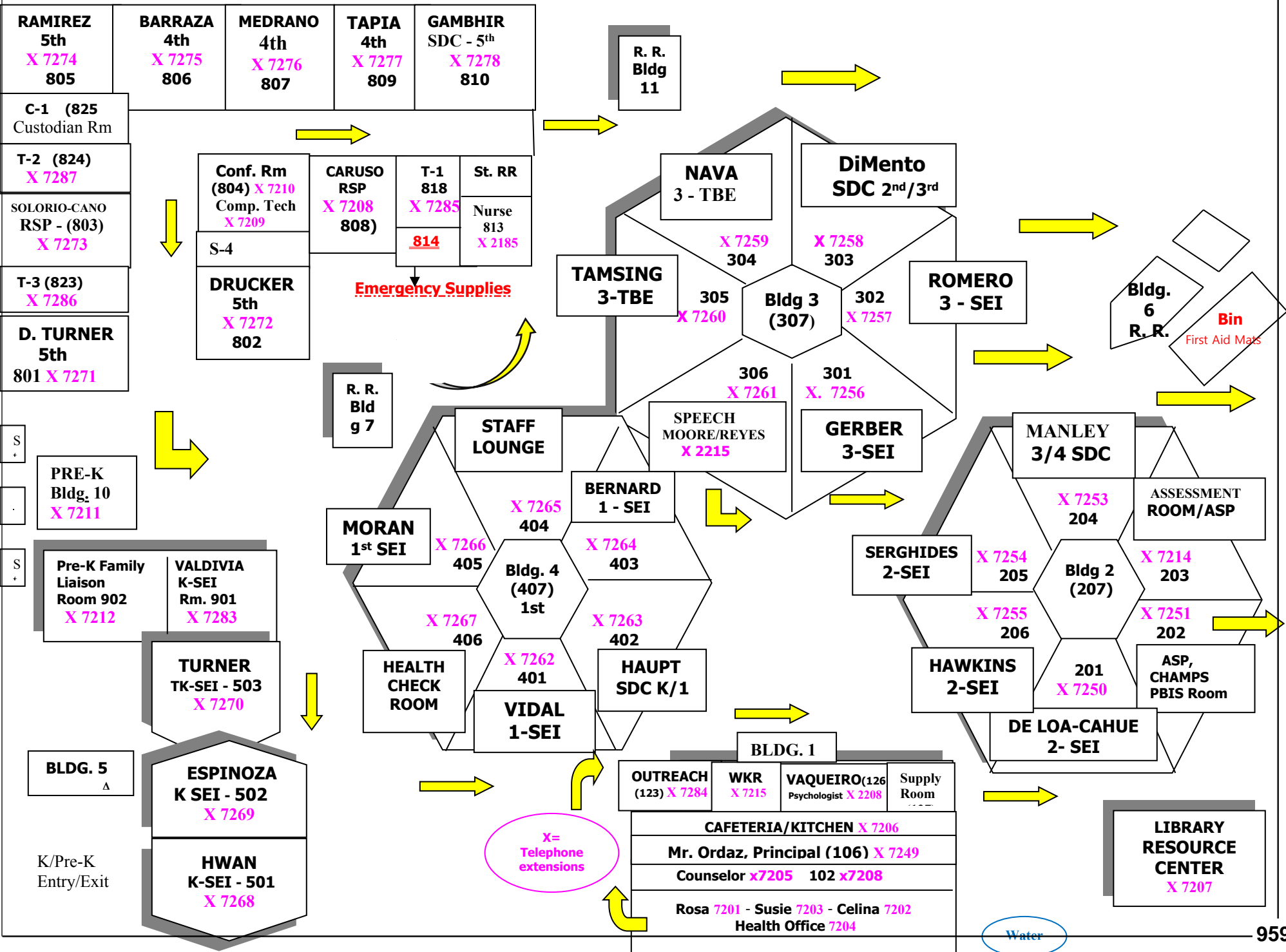
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Leticia Vidal	1st Grade Teacher		
Gina Hawkins	2nd Grade Teachr		
Anna Serghides	Kindergarten Teacher		
Sarah Manley	SDC 3/4 Teacher	<i>[Signature]</i>	1/1/21
Sandra Medrano	4th Grade Teacher		
Raquel Rodriguez	ORC	<i>[Signature]</i>	1/12/21
Michelle Moran	1st Grade Teacher	<i>Michelle Moran</i>	1/21/21
	Emergency Manager for Oxnard		



D R I S K I L L S T R E E T



GATE 1

GATE 2

GATE 3

Playground Zone

Grass Area Zone: Student Assembly Area

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LA PUERTA AVENUE

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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		
Dr. Alison Raigoza	Program Specialist		
Dr. Jodi Nocero	Kamala Principal		
Lorena Hernandez	Office Assistant		
Blanca Gayton	Parent Liaison		
	Police department Representative		
	Fire 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](http://www.oxnardsd.org) or in the San Miguel's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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  
Lorena Hernandez, Office Assistant  
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)

## 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.

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. If students return to a Hybrid Model, San Miguel special education students will be placed in cohorts with each cohort attending on campus 1 time per week from 8:00 am to 12:00 pm.

#### 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 aide 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:

- (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 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](http://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 Jodi Nocero
Phone Number	(805) 385-1548
Date of Agreement	

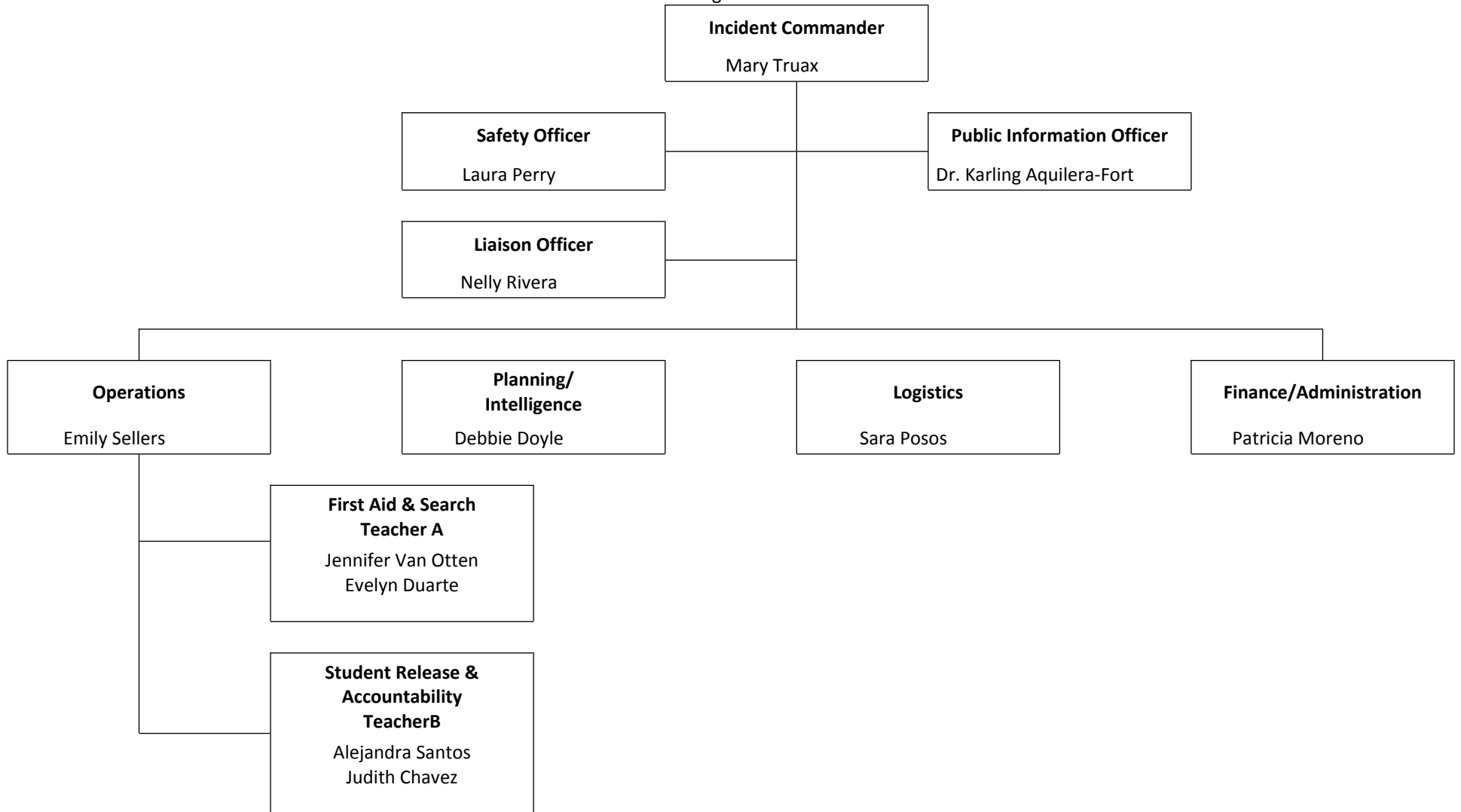
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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



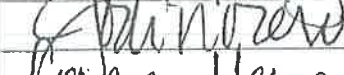


# Emergency Evacuation Map

# Comprehensive School Safety Plan SB 187 Compliance Document

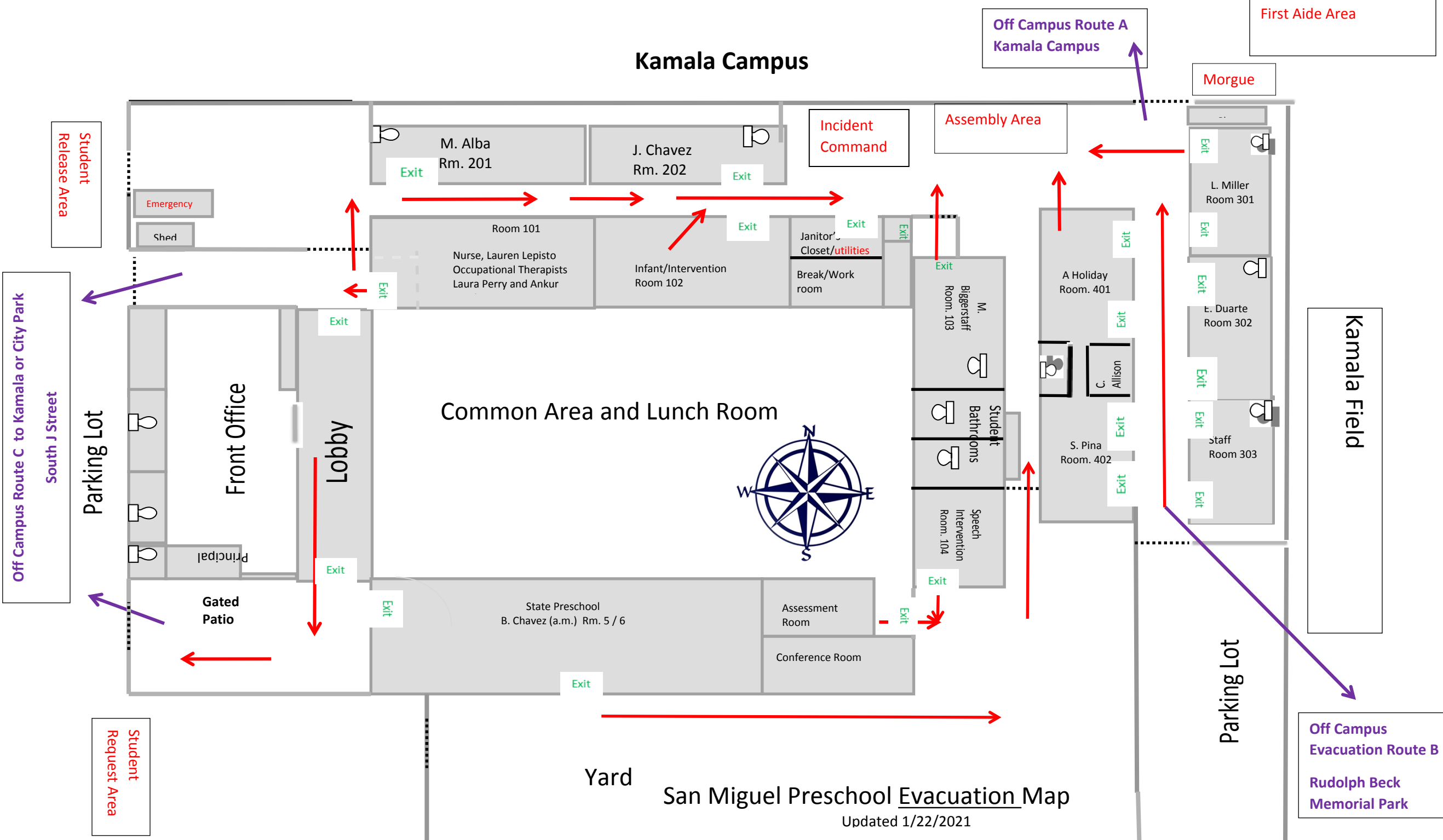
## 2020-2021 School Year

**School:** San Miguel Preschool  
**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		1/21/21
Dr. Alison Raigoza	Program Specialist		1/21/21
Dr. Jodi Nocero	Kamala Principal		1/21/21
Lorena Hernadez	Office Assistant		1/19/21
Blanca Gayton	Parent Liaison		2/1/21
	Police department Representative		
	Fire Department Representative		

# Kamala Campus



## San Miguel Preschool Evacuation Map

Updated 1/22/2021

Off Campus Route C to Kamala or City Park  
South J Street

Off Campus Route A  
Kamala Campus

First Aide Area

Kamala Field

Off Campus Evacuation Route B  
Rudolph Beck Memorial Park

Student Release Area

Student Request Area

Parking Lot

Parking Lot

Emergency  
Shed

Gated Patio

Front Office

Lobby

Common Area and Lunch Room

M. Alba Rm. 201

J. Chavez Rm. 202

Room 101  
Nurse, Lauren Lepisto  
Occupational Therapists  
Laura Perry and Ankur

Infant/Intervention Room 102

Janitor's Closet/utilities  
Break/Work room

M. Biggerstaff Room. 103

Student Bathrooms

Speech Intervention Room. 104

A Holiday Room. 401

C. Allison

S. Pina Room. 402

L. Miller Room 301

E. Duarte Room 302

Staff Room 303

Incident Command

Assembly Area

Morgue



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Sierra Linda Elementary  
**CDS Code:** 56725386055388  
**District:** Oxnard School District  
**Address:** 2201 Jasmine Avenue  
 Oxnard, CA 93036  
**Date of Adoption:** January 13, 2021  
**Date of Review:** -with Staff  
 January 20, 2021  
 -with Law Enforcement  
 January 2021  
 -with Fire Authority  
 January 2021

**Reviewed by:**

Name	Title	Signature	Date
Rosana Valdez	SSC President- Parent		
Otilia Rodriguez	ELAC-Parent		
Susana Luna	Counselor- OSSA		
Virginia Whitt	Office Manager- Classified		
Armondo Arreguin	School Safety Committee Chair- Certificated		
Jorge Mares	Principal		
	Oxnard Police Department		
	Fire 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](http://www.oxnardsd.org) or in the Sierra Linda Elementary's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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, 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

Elizabeth Perez, ELAC President

Virginia Whitt, Office Manager

Jorge Mares, Principal

Stephanie Barajas, ASP Coordinator

Oxnard Police Department Representative

Fire Department Representative

### **Assessment of School Safety**

The Oxnard Police Department (OPD) conducted a security inspection with the principal of the campus and made recommendations which were addressed by school personnel or by the district. An Officer is invited to be present for whole school evacuation drills as well as lockdown drills.

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. 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.

Currently, due to COVID-19 School Closures, no office referrals have been submitted. Previously, 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 California Healthy Kids 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  
 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)**

**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 second graders 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 walking or riding the bus.
- 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.

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 8:15 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 the 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.
- 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/Lesson One) with clear expectations and structures in place in classrooms and common areas.	Daily review of pledge during opening; further discussion during family 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.



<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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
SRO 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 wherein, 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:

- (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 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 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](http://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

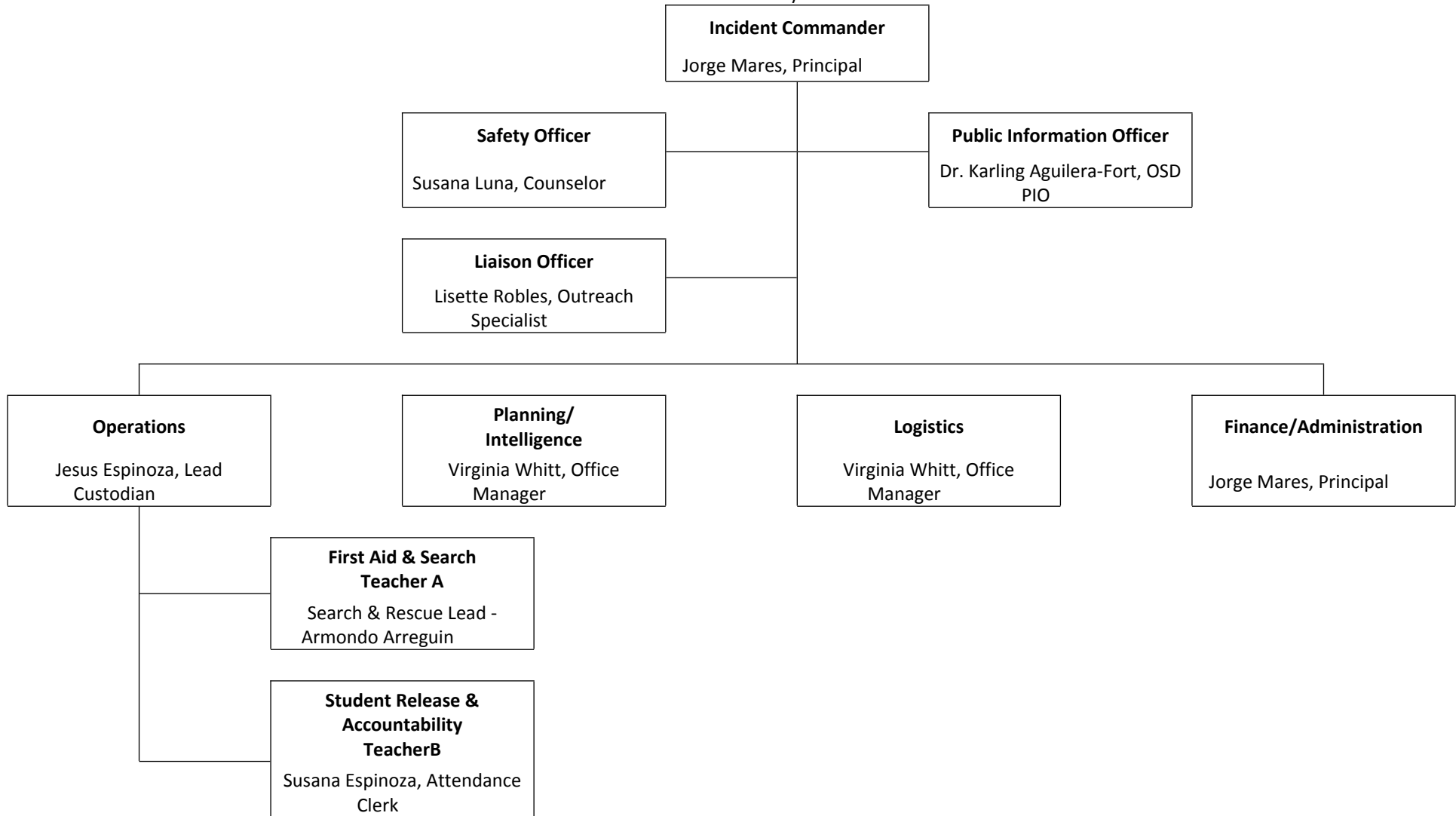
Organization	Orchard Park
Address	2130 Edelweiss Street Oxnard, CA 93036
Contact	City of Oxnard Parks and Recreation
Phone Number	(805) 385-7995



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 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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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**

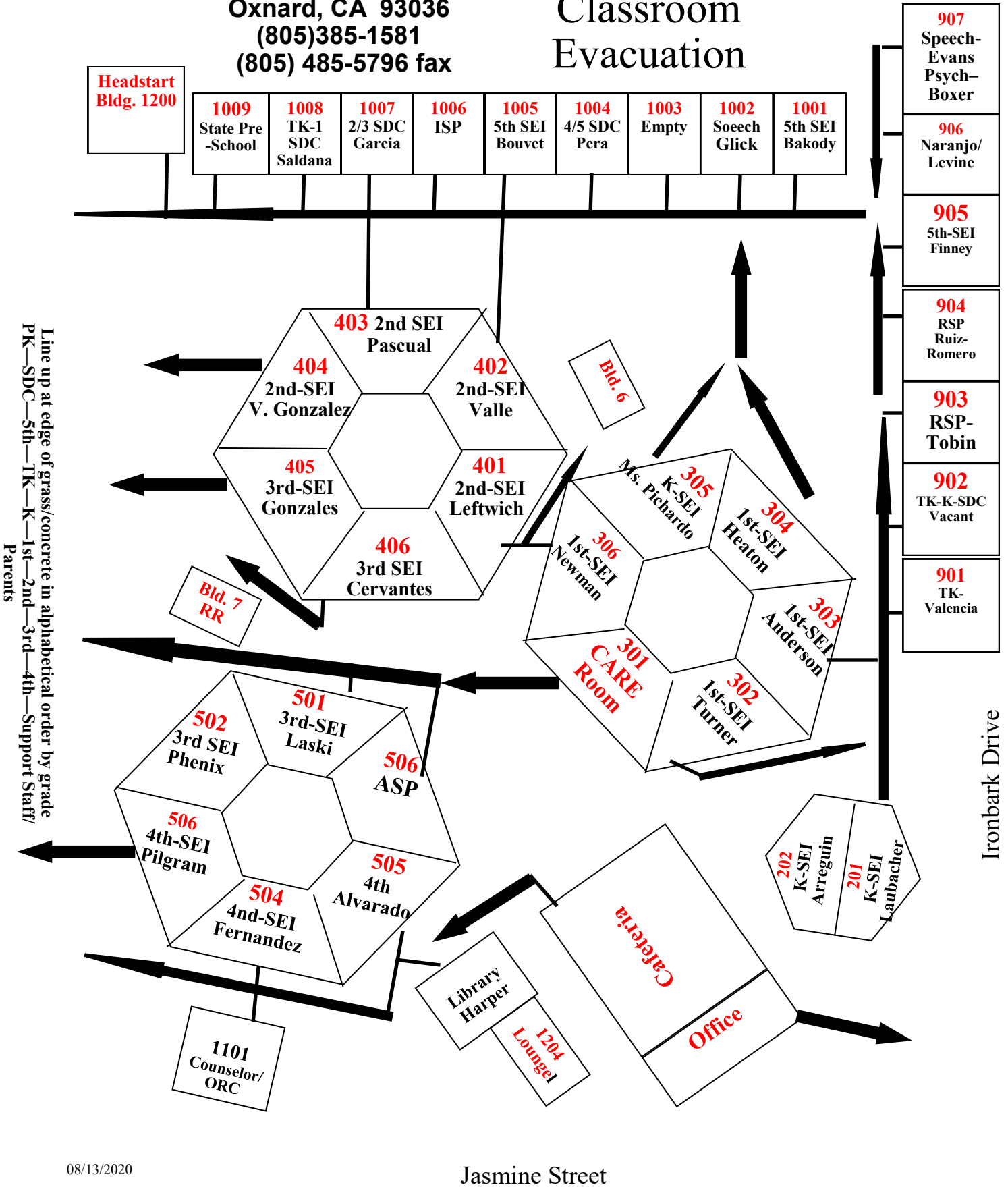
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
  - Ice Packs
  - Adhesive Bandages ¾" x 3"
  - Ex-Large Bandages
  - Gauze Pads, 3" x 3" Sterile
  - Gauze Roll, 2" x 5 yd
  - Adhesive Tape ½" x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask

# Emergency Evacuation Map



Sierra Linda Eagles  
 2201 Jasmine Street  
 Oxnard, CA 93036  
 (805)385-1581  
 (805) 485-5796 fax

# 2020-2021 Classroom Evacuation



08/13/2020

Jasmine Street



Line up at edge of grass/concrete in alphabetical order by grade  
PK—SDC—5th—TK—K—1st—2nd—3rd—4th—Support Staff/Parents

Student Release M-Z

Student Release A-L

Morgue

Emergency Supply Bins

First Aid

Command Center



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Sierra Linda Elementary  
**CDS Code:** 56725386055388  
**District:** Oxnard School District  
**Address:** 2201 Jasmine Avenue  
 Oxnard, CA 93036  
**Date of Adoption:** January 13, 2021  
**Date of Review:** -with Staff  
 January 20, 2021  
 -with Law Enforcement  
 January 2021  
 -with Fire Authority  
 January 2021

**Reviewed by:**

Name	Title	Signature	Date
Rosana Valdez	SSC President- Parent	<i>Rosana Valdez</i>	1/15/2021
Otilia Rodriguez	ELAC-Parent	Approved via Zoom	1/13/2021
Susana Luna	Counselor- OSSA	<i>Susana Luna</i>	1-15-21
Virginia Whitt	Office Manager- Classified	<i>Virginia Whitt</i>	1-15-21
Armondo Arreguin	School Safety Committee Chair- Certificated	See page 2 for signature/date	
Jorge Mares	Principal	<i>JM</i>	1-13-2021
	Oxnard Police Department		
	Fire Department		

*one of three*

# Comprehensive School Safety Plan SB 187 Compliance Document

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**School:** Sierra Linda Elementary  
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**Reviewed by:**

Name	Title	Signature	Date
Rosana Valdez	SSC President- Parent		
Otilia Rodriguez	ELAC-Parent		
Susana Luna	Counselor- OSSA		1-15-21
Virginia Whitt	Office Manager- Classified		1-15-21
Armondo Arreguin	School Safety Committee Chair- Certificated		1-15-21
Jorge Mares	Principal		1-13-2021
	Oxnard Police Department		
	Fire Department		

two of three



# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Sierra Linda Elementary  
**CDS Code:** 56725386055388  
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 Oxnard, CA 93036  
**Date of Adoption:** January 13, 2021  
**Date of Review:** -with Staff  
 January 20, 2021  
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 January 2021  
 -with Fire Authority  
 January 2021

**Reviewed by:**

Name	Title	Signature	Date
Rosana Valdez	SSC President- Parent		
Otilia Rodriguez	ELAC-Parent		
Susana Luna	Counselor- OSSA	<i>Susana Luna</i>	1-15-21
Virginia Whitt	Office Manager- Classified	<i>Virginia Whitt</i>	1-15-21
Armondo Arreguin	School Safety Committee Chair- Certificated		
Jorge Mares	Principal	<i>JM</i>	1-13-2021
	Oxnard Police Department		
	Fire Department		

*Three of Three*

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Juan Lagunas Soria  
**CDS Code:** 56725380119412  
**District:** Oxnard School District  
**Address:** 3101 Dunkirk Drive  
 Oxnard, CA 93035  
**Date of Adoption:** February 17, 2021  
**Date of Review:** -with Staff  
 1/21/2021  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Dr. Andres Santamaria	Principal		
Diana Perez	Assistant Principal		
Naomi Aguilera	School Office Manager/Classified Rep		
Alicia Serrato	Attendance Tech		
Diana Pelayo	Intermediate School Secretary		
Elva Angel	Teacher		
Jennifer Beckwith	Teacher		
Scott Grolock	Teacher		
Eva Gomez	SSC Chairperson/Parent		
Ana Cano	After-School Program Site Coordinator		

Name	Title	Signature	Date
	Police Department Representative		
	Fire 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](http://www.oxnardsd.org) or in the Juan Lagunas Soria's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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 Safety Committee**

Dr. Andres Santamaria (Principal), Diana Perez (Assistant Principal), Naomi Aguilera (Office Manager), Maria Magana (Outreach Specialist), Alicia Serrato (Attendance Technician), Naomi Aguilera (Office Manager), Diana Pelayo (Intermediate Secretary), Elva Angel (Teacher), Jennifer Beckwith (Teacher), Scott Grolock (Teacher), Eva Gomez (SSC 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.

At the beginning of the school year, a representative from the Oxnard Police Department conducts a security inspection of the campus with the School Principal. Annually, an Oxnard Police Department representative is present during a whole school evacuation drill.

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.

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 were informed at the beginning of the school year of dangerous pupils (K-8) via a list and signature upon receipt of list.

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 personally or witnessed.

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 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.

#### 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"> <li>• Aztec Attendance Club</li> <li>• Monthly, trimester, end of the year, reward attendance program</li> <li>• Weekly parent communication</li> <li>• Attendance Mediation</li> </ul>	- Site, PTA and ASB funding support	<ul style="list-style-type: none"> <li>• ORC</li> <li>• Attendance Technician</li> <li>• School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Chronic Absence Data</li> </ul>
The site will create social support for students.	<ul style="list-style-type: none"> <li>• Social Skills Building Groups</li> <li>• One on One Counseling</li> <li>• Daily Check in with Students</li> <li>• Crisis Intervention</li> <li>• Second Step</li> <li>• Shining Stars</li> <li>• Parenting Classes</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Services</li> <li>• Site Funds</li> </ul>	<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• ORC</li> </ul>	- 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"> <li>• Full implementation of CHAMPS</li> <li>• Second Step</li> <li>• CHAMPS assemblies for students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing CHAMPS training</li> <li>• RTI Trainings</li> <li>• Pupil Services</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• ORC</li> <li>• School Counselor</li> </ul>	- Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students can report hate crimes/ bullying anonymously via the We Tip hotline.	<ul style="list-style-type: none"> <li>• Anti-Bullying Assemblies for students</li> <li>• Training for teachers and students</li> <li>• Second Step</li> <li>• SRO will have an assembly on cyberbullying</li> <li>• Students can report hate crimes/ bullying anonymously via Sprigeo</li> </ul>	<ul style="list-style-type: none"> <li>• PTA support for Assemblies</li> <li>• Site funding</li> <li>• Pupil Services for Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• ORC</li> <li>• School Administration</li> <li>• School Counselor</li> </ul>	- Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals
The site will promote a drug-free school zone.	<ul style="list-style-type: none"> <li>• Highlight Red Ribbon Week</li> <li>• Implementation of the Minnesota Prevention Program</li> </ul>	- Pupil Services	<ul style="list-style-type: none"> <li>• Club Live</li> <li>• ORC</li> <li>• Science Teachers</li> </ul>	- California Healthy Kids Survey
The site will create and utilize Positive Behavioral Interventions and Supports (PBIS).	<ul style="list-style-type: none"> <li>• Continue with the implementation of CHAMPS school wide</li> <li>• Implement the Restorative Justice Approach</li> <li>• Provide Professional Development in the area of PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Ventura County Office of Education</li> <li>• Pupil Services</li> <li>• CARE Team (Committee for the Advancement of Respect and Education)</li> </ul>	<ul style="list-style-type: none"> <li>• ORC</li> <li>• School Administration</li> <li>• School Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Social/Emotional Survey</li> <li>• Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.</li> </ul>

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site will implement the Multi Tier System of Support (MTSS) to support students social/emotional needs.	<ul style="list-style-type: none"> <li>• Staff training on the MTSS process</li> <li>• Participation in VCOEs MTSS Symposium</li> <li>• Weekly COST Meetings</li> <li>• Monthly SST Meetings</li> </ul>	- Pupil Services	<ul style="list-style-type: none"> <li>• ORC</li> <li>• School Administration</li> <li>• School Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Social/Emotional Survey</li> <li>• Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.</li> </ul>
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.	- Pupli Services	<ul style="list-style-type: none"> <li>• ORC</li> <li>• School Administration</li> <li>• School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Social/Emotional Survey</li> <li>• Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.</li> </ul>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The site will provide adequate campus supervision throughout the school day.</p>	<ul style="list-style-type: none"> <li>• Campus Supervisors will be trained on proper procedures and expectations</li> <li>• Campus Supervisors will be trained using the Safety Playground Certification Video.</li> <li>• Administration will meet with Campus Supervisors at least once a month.</li> <li>• A School Resource Officer will be available on call to provide support as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Services</li> <li>• Oxnard Police Department</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Campus Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Social/Emotional Survey</li> <li>• Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.</li> </ul>
<p>The site will purchase/replenish recess equipment helping to maintain a safe environment for students.</p>	<ul style="list-style-type: none"> <li>• Inventory equipment</li> <li>• Develop a budget to support the replenishment of recess equipment</li> </ul>	<p>- Risk Management</p>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Campus Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Social/Emotional Survey</li> <li>• Decrease of office suspensions and office referrals through monthly attendance reports and review of office referrals.</li> </ul>

**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"> <li>• Ensure that locks and doors are in proper working order.</li> <li>• Administration will have weekly meeting with the school's lead custodian.</li> </ul>	District/Facilities	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Lead Custodian</li> </ul>	Submit work orders as needed
Campus facilities are safe and adequate.	- Monthly walk through to ensure that gates are locked, facilities are secured.	N/A	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead Custodian</li> </ul>	Review monthly report and submit work orders as needed
The site will be clean and free of safety hazards.	- Monthly walk through to ensure that gates are locked, facilities are secured.	N/A	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Lead Custodian</li> </ul>	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"> <li>• Minor repairs are made immediately through the lead custodian or work orders placed through the DO.</li> <li>• Major changes will go through a process of involving all stakeholders</li> </ul>	District/Facilities	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Lead Custodian</li> <li>• Office Manager</li> </ul>	Weekly walk-throughs

**Component:**

Disaster Preparedness

**Element:**

School Safety

**Opportunity for Improvement:**

Ensure all staff and students are prepared for an emergency

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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<p>The school staff will know what to do in case of an emergency situation.</p>	<ul style="list-style-type: none"> <li>• School site staff will participate in monthly disaster drills, including fire, earthquake, lockdown, and evacuation drills.</li> <li>• The site will develop and train all staff on school-wide policies and procedures.</li> <li>• The Comprehensive School Safety Plan (CSSP) is updated regularly.</li> <li>• The staff is trained in the CSSP.</li> <li>• The safety committee meets regularly to review all safety and security procedures and makes any necessary recommendations and changes.</li> <li>• The school staff will receive training on search and rescue procedures and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Equipment</li> <li>• Oxnard Police Department</li> <li>• Oxnard Fire Department</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Classroom Teachers</li> <li>• School Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Log of Monthly Drills</li> <li>• Agendas/Sign-In Sheets</li> </ul>
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<p>The site will have available adequate emergency equipment</p>	<ul style="list-style-type: none"> <li>• The site's Safety Committee will conduct a yearly Inventory of Emergency Equipment.</li> <li>• The site will have adequate two way working radios.</li> <li>• All emergency equipment is replenished as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Equipment</li> <li>• Oxnard Police Department</li> <li>• Oxnard Fire Department</li> </ul>	<ul style="list-style-type: none"> <li>• Lead Custodian</li> <li>• School Administration</li> <li>• Safety Committee</li> </ul>	<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"> <li>• The Safety Committee reviews and discussed procedures to be followed by staff and students during emergencies .</li> <li>• Administration will discuss the School's Safety Plan with all teachers.</li> <li>• School Site Administration will train all staff in Emergency Procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Equipment</li> <li>• Oxnard Police Department</li> <li>• Oxnard Fire Department</li> </ul>	<p>- School Administration</p>	<ul style="list-style-type: none"> <li>• Staff Meeting Agendas</li> <li>• Professional Development Logs</li> </ul>

<p>Students will know what to do in case of an emergency situation.</p>	<ul style="list-style-type: none"> <li>• Students will participate in monthly disaster drills, including fire, earthquake, lockdown, and evacuation drills.</li> <li>• Students will participate in Safety Assemblies.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Equipment</li> <li>• Oxnard Police Department</li> <li>• Oxnard Fire Department</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Log of Monthly Drills</li> <li>• Agendas/Sign-In Sheets</li> </ul>
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Juan Lagunas Soria 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.

The School Counselor and ORC will use 2nd Step Curriculum for grades 2-6 to teach and promote positive behavior

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](http://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	

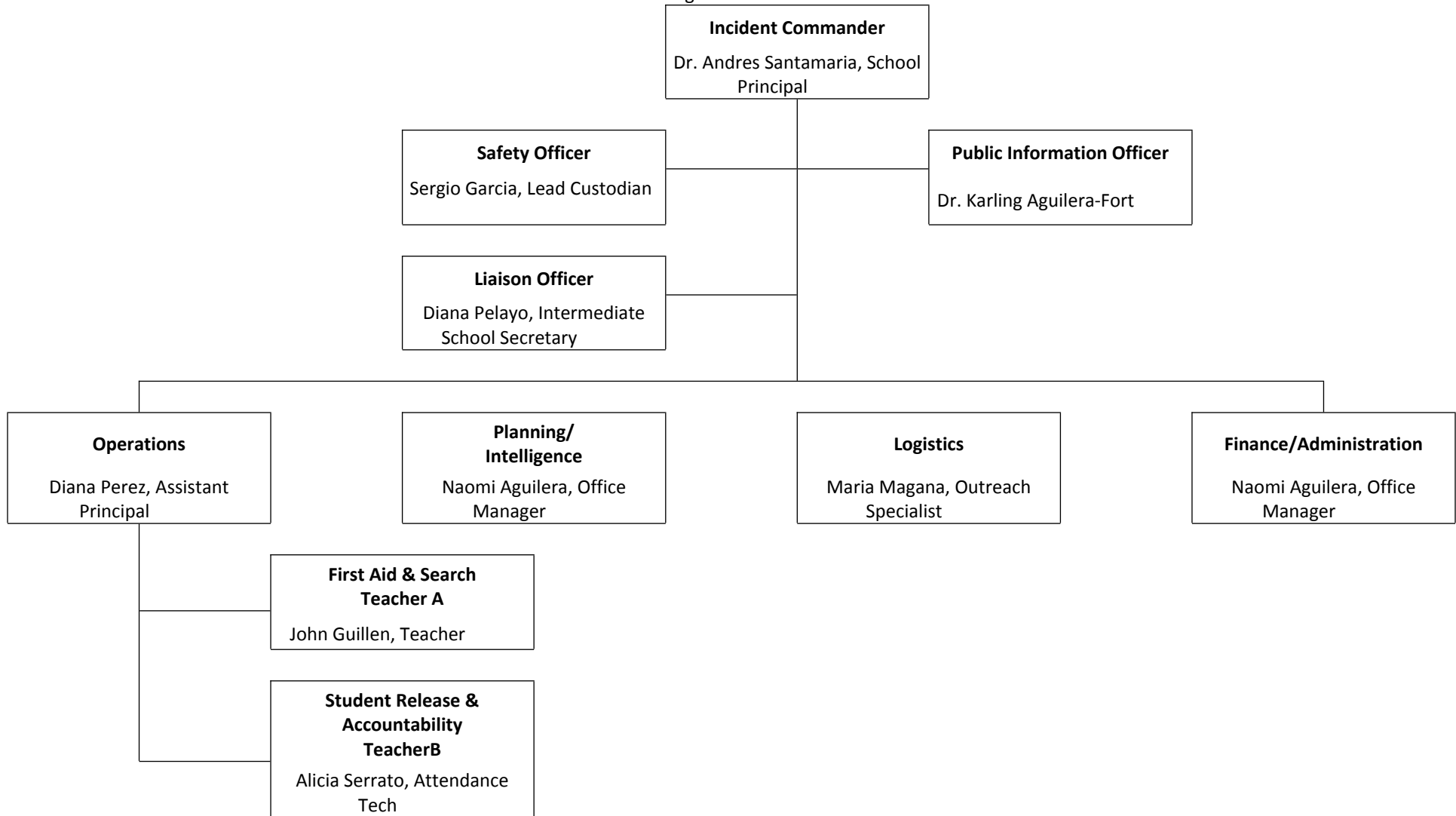
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

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.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](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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

## 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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

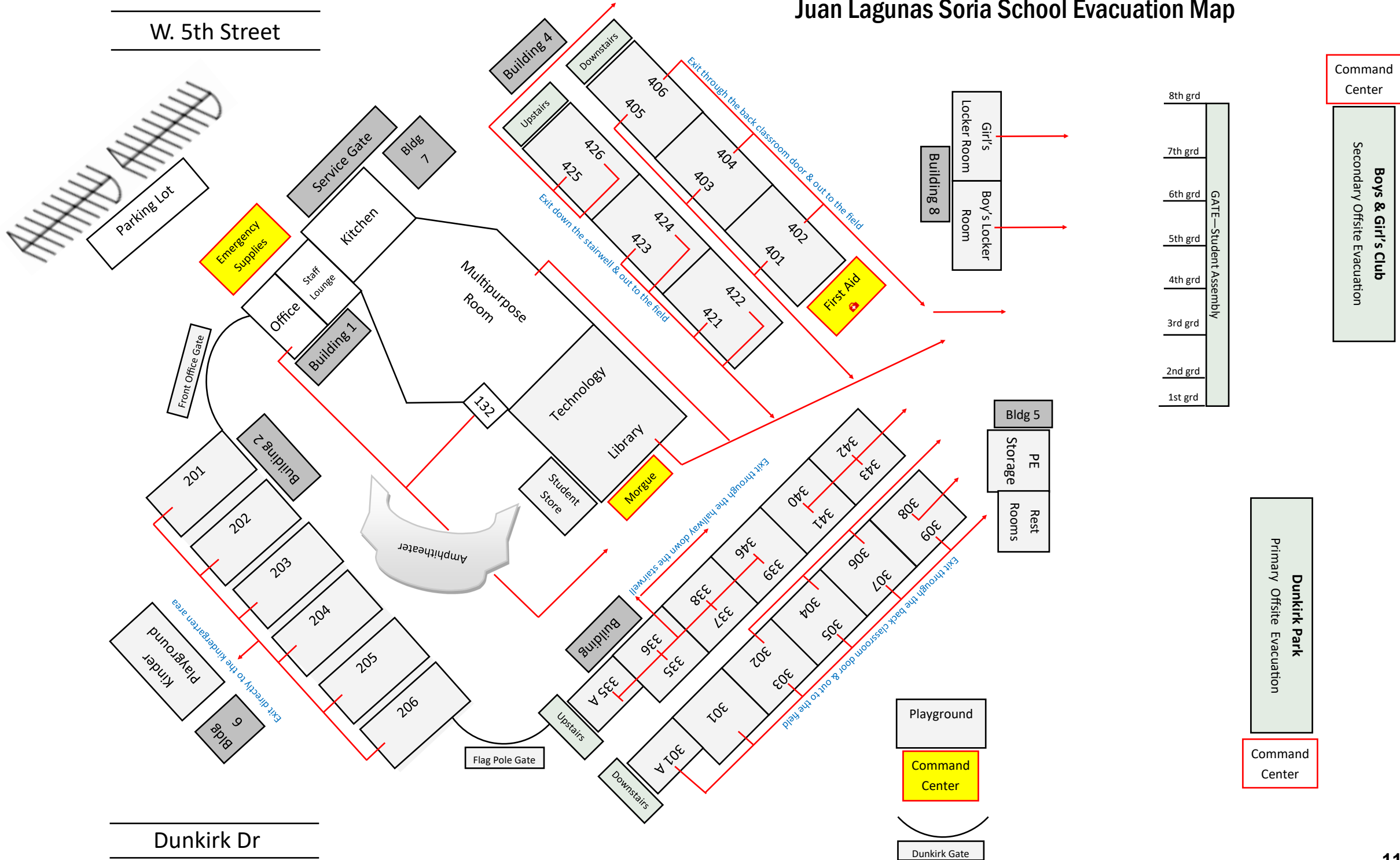
### **Emergency / Disaster Materials**

- 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 Map

# Juan Lagunas Soria School Evacuation Map



W. 5th Street

Dunkirk Dr

8th grd
7th grd
6th grd
5th grd
4th grd
3rd grd
2nd grd
1st grd

GATE—Student Assembly

Command Center

Boys & Girl's Club  
Secondary Offsite Evacuation

Dunkirk Park  
Primary Offsite Evacuation

Command Center

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Juan Lagunas Soria  
**CDS Code:** 56725380119412  
**District:** Oxnard School District  
**Address:** 3101 Dunkirk Drive  
 Oxnard, CA 93035  
**Date of Adoption:** February 17, 2021  
**Date of Review:** -with Staff  
 1/21/2021  
 -with Law Enforcement  
  
 -with Fire Authority

**Reviewed by:**

Name	Title	Signature	Date
Dr. Andres Santamaria	Principal	<i>Andres Santamaria</i>	1/21/2021
Diana Perez	Assistant Principal	<i>Diana Perez</i>	1/21/2021
Naomi Aguilera	School Office Manager/Classified Rep	<i>Naomi Aguilera</i>	21 Jan 2021
Alicia Serrato	Attendance Tech	<i>Alicia Serrato</i>	1/21/21
Diana Pelayo	Intermediate School Secretary	<i>Diana Pelayo</i>	1/22/21
Eiva Angel	Teacher	<i>Eiva Angel</i>	1-21-21
Jennifer Beckwith	Teacher	<i>Jennifer Beckwith</i>	1/21/21
Scott Grolock	Teacher	<i>Scott Grolock</i>	1/22/21
Eva Gomez	SSC Chairperson/Parent	<i>Eva Gomez</i>	1/21/21
Ana Cano	After-School Program Site Coordinator	<i>Ana Cano</i>	1/22/2021

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 12/9/2020 (SSC)  
**Date of Review:** -with Staff  
 12/15/2020  
 -with Law Enforcement  
 2/4/20  
 -with Fire Authority  
 2/4/20

**Reviewed by:**

Name	Title	Signature	Date
Scott Carroll	Principal		
Erika Ragan	Assistant Principal		
Kimberlee Ramirez	OSSA Representative		
Marie Ambriz	Office Manager/CSEA		
John Gil	Lead Custodian		
Jessica Vargas	Parent/ELAC Representative		
Scott Brewer	OFD Rep/Emergency Services Manager		
Multiple Teachers	Lopez Teacher Leadership Team		

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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](http://www.oxnardsd.org) or in the Dr. Manuel M. Lopez Academy of Arts and Sciences's office.

### **COVID-19 PANDEMIC INFORMATION FOR 2020 – 2021 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*
- *Restructuring of classrooms*
- *Social distancing*
- *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](http://www.oxnardsd.org)*

*Ventura County Department of Public Health @ [www.vhca.org](http://www.vhca.org)*

*Center for Disease Control and Prevention @ [www.cdc.gov](http://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  
Erika Ragan, 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 and OPD 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. This data is utilized to develop school goals for the 2020-2021 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)

#### 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 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 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 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 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

##### **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 issues 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.		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

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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 ZOOM expectations with students and parents. Hold virtual expectations assemblies to review school rules and behavior expectations each trimester. Provide school expectations when we return to campus physically.	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 2021
6. Maintain COVID-19 Safety.	Train office staff and campus supervisors to take temperature and health screenings. Ensure custodians are cleaning regularly. Ensure all staff have PPO. Ensure an isolation room is available. Ensure all classrooms maintain appropriate desk space.	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



<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
1. Review emergency responses with site personnel to help prepare for various disasters.	Conduct disaster training with staff.	Emergency bags Class rosters Emergency Reports Safety	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



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.
- 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 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](http://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	

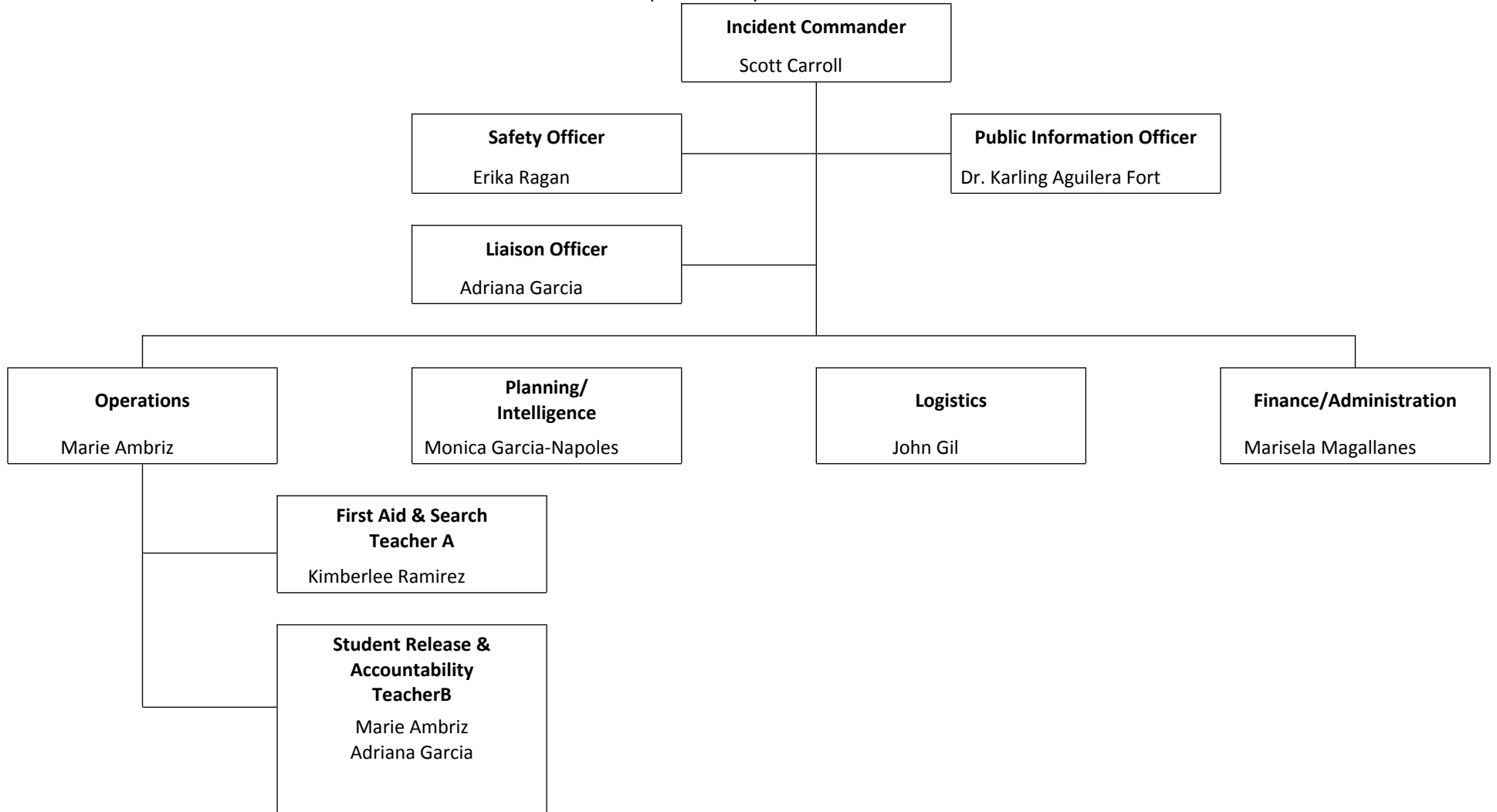
### SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

Organization	Kamala School
Address	634 W. Kamala
Contact	Dr. Jodi Nocero
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 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%2Fschoo-ldchildcare%2Fguidance-for-schools.html](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%2Fschoo-ldchildcare%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*

[https://rems.ed.gov/Docs/DoE\\_Recommendations\\_to\\_Ensure\\_Continuity\\_Teaching\\_and\\_Learning.pdf](https://rems.ed.gov/Docs/DoE_Recommendations_to_Ensure_Continuity_Teaching_and_Learning.pdf)

#### 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
<b>Second Priority - YELLOW TAG</b>
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>
1. Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>
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







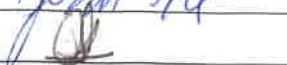

**Emergency Evacuation Map**

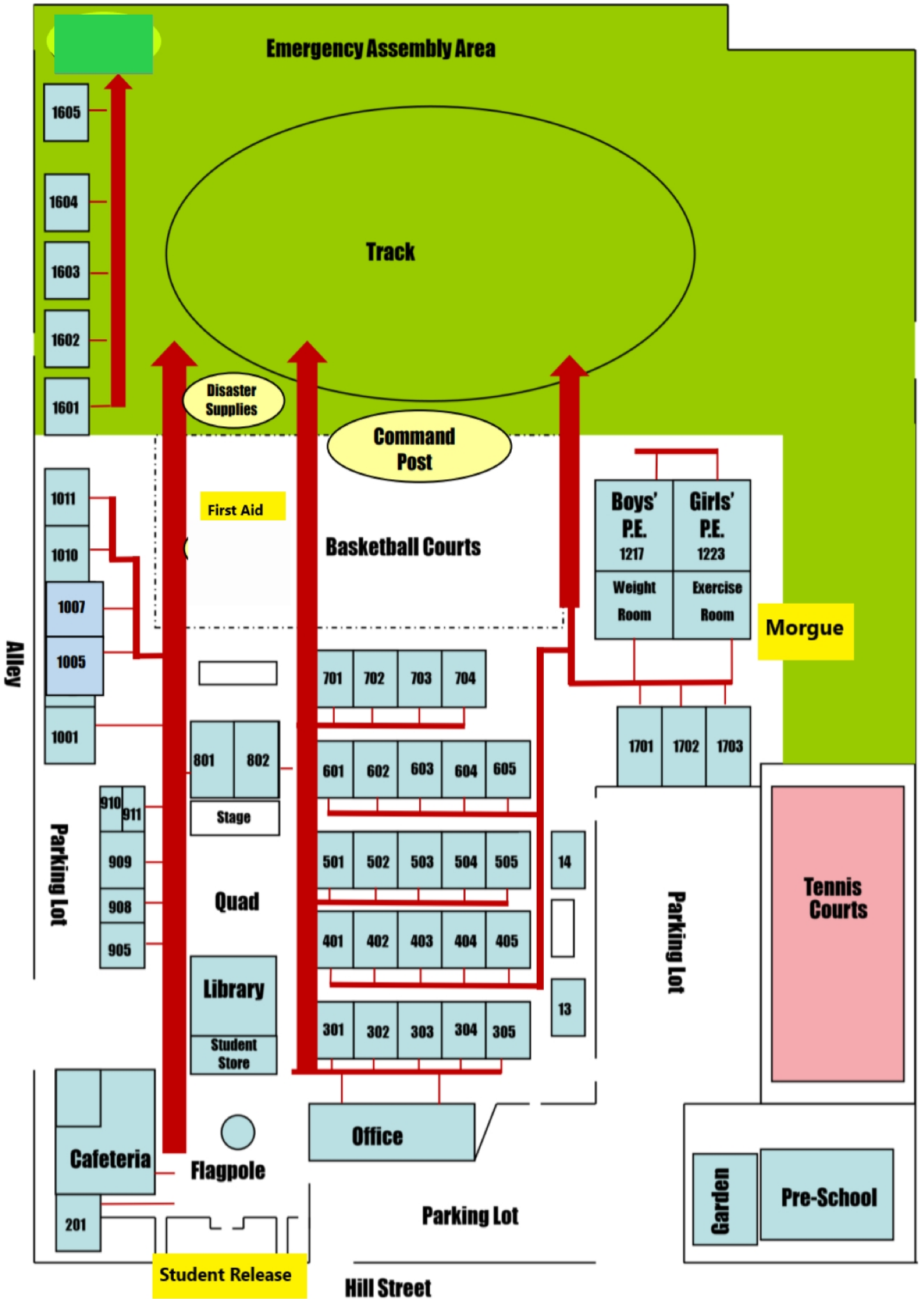
# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 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:** 12/9/2020 (SSC)  
**Date of Review:** -with Staff  
 12/15/2020  
 -with Law Enforcement  
 2/4/20  
 -with Fire Authority  
 2/4/20

**Reviewed by:**

Name	Title	Signature	Date
Scott Carroll	Principal		1/14/2021
Erika Ragan	Assistant Principal		1/14/2021
Kimberlee Ramirez	OSSA Representative		1-15-2021
Marie Ambriz	Office Manager/CSEA		1/14/2021
John Gil	Lead Custodian		1-15-2021
Jessica Vargas	Parent/ELAC Representative		01-20-2021
Scott Brewer	OFD Rep/Emergency Services Manager		
Multiple Teachers	Lopez Teacher Leadership Team		



## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Victor Torres

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section D: Action Items

### **Approval of job duties for Child Nutrition Services Operations Specialist (Torres/Nair)**

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Education Code 45276 provides that “The governing board shall fix the duties of all positions a part of the classified service as required by Section 45109...The position duties shall be prescribed by the board and qualification requirements for the position class shall be prepared and approved by the commission, required by this section, prior to issuance of an announcement calling for a competitive examination to fill position vacancies.”

District administration requested that the Personnel Commission create a new classification in the Child Nutrition Services Department: Child Nutrition Services Operations Specialist. The intent of the new classification is to have a designated person in the central office in order to coordinate and assist the day-to-day needs of school sites in the preparation, cooking, and serving of meal programs to meet student needs; monitor and procure materials, food, equipment and supplies, and school site meal; review inventory; organize nutrition services staff training events; and develop marketing strategies.

#### **FISCAL IMPACT:**

It would be appropriate to place the proposed classifications of Child Nutrition Services Operations Specialist at range 21.5. The salary cost of an 8 hour/210 day position would be \$59,788.60 (Child Nutrition funds)

#### **RECOMMENDATION:**

It is the recommendation of the Personnel Commission that the Board of Trustees approve the attached job duties of Child Nutrition Services Operations Specialist.

#### **ADDITIONAL MATERIALS:**

**Attached:** [CHILD NUTRITION SERVICES OPERATIONS SPECIALIST.pdf](#)

## CHILD NUTRITION SERVICES OPERATIONS SPECIALIST

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

### **SUMMARY OF DUTIES**

Under the direction of Director or Assistant Director of Child Nutrition Services, assists in coordinating the preparation, cooking, and serving of meal programs to meet student needs; monitors and procures materials, food, equipment and supplies, and school site meal; completes inventory reviews; organizes staff training events; coordinates communications; standardizes and develops department marketing; fills in as CNS Coordinator as needed; trains and provides work direction and guidance to staff; and acts as a resource to on-site child nutrition service personnel.

### **DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES**

The Assistant Director of Child Nutrition Services classification assists the Director in planning, coordinating, and directing the District-wide child nutrition services operation in compliance with local, State, and Federal regulations and serves as a field supervisor.

The Child Nutrition Cafeteria Coordinator classification coordinates a self-contained child nutrition operation at an assigned school site, oversees and participates in the preparation and serving of all meals, trains and directs the performance of assigned staff, ensures proper food safety and sanitation, and maintains responsibility for the day to day operations of the kitchen and cafeteria.

### **SUPERVISION RECEIVED AND EXERCISED**

- Receives supervision from the Director and/or Assistant Director of Child Nutrition Services.
- Provides work direction over child nutrition staff as assigned.

### **ESSENTIAL DUTIES**

- Assists in coordinating and overseeing food service operations and activities at sites including the preparation, cooking and serving food items; assists in recipe development, utilizing standard metric recipes, testing products and conducting tasting panels; assures related activities comply with established policies and procedures.
- Visits school sites to coordinate food service activities, observe operations; oversees and confers with staff; monitors and inspects food service activities to assure food quality, quantity and sanitation and safety practices meeting established standards, requirement and regulations.
- Monitors warehouse inventory and stock levels; determines appropriate quantity of food and supply items for preparation; coordinates site food and supply orders; reviews inventory and site food orders for accuracy; coordinates food preparation and service functions to assure smooth and efficient activities and compliance with food quality, freshness, appearance and portion control standards.
- Participates in the preparation and maintenance of various records and reports related to menu production, inventory, USDA commodity food orders and usage; reviews records and reports for accuracy and completeness.
- Assures adequate food supplies to meet student nutrition needs for all CNS meal programs; participates in the ordering, receipt, storage and rotation of food items and supplies; conducts inventories, estimate and order appropriate amounts of food items and supplies.
- Monitors activities and personnel to assure food service needs are met and related facilities, equipment and utensils are maintained in a clean and sanitary condition; inspects and reviews food preparation and serving areas to assure appropriate health and safety standards are maintained.

- Trains staff on preparation, serving and storage of food in according to established guidelines; guides kitchen staff on ordering, receiving and storage of food, supplies, and equipment; monitors and teaches staff to control and manage labor costs.
- Provides work direction and guidance to assigned personnel; coordinates employee work assignments and reviews work to assure accuracy, completeness and compliance with established standards, requirements and procedures; provides input concerning staff evaluations as requested.
- Participates in department marketing plan including; department social media marketing and advertising.
- Communicates with students, staff, administrators and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.

## **OSD BOARD AGENDA ITEM**

**Name of Contributor:** Dr. Victor Torres

**Date of Meeting:** February 17, 2021

**Agenda Section:** Section F: Board Policies, First Reading

### **FIRST READING OF: WORKING REMOTELY – BP 4113.5, 4213.5, 4313.5: New (Torres)**

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The policy has been added to address issues applicable to employees who work remotely, as recommended by the California School Boards Association.

#### **FISCAL IMPACT:**

None.

#### **RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees review the attached policy for first reading and anticipated approval at the March 3, 2021 board meeting.

#### **ADDITIONAL MATERIALS:**

**Attached:** [4113.5, 4213.5, 4313.5 BP Working Remotely \(three pages\)](#)

**All Personnel**

BP 4113.5(a)

4213.5

**WORKING REMOTELY**

4313.5

*The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite. A full-time, part-time, or short-term remote work arrangement may also be granted by the Superintendent or designee to an individual employee, upon request, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.*

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4113 - Assignment)*

*(cf. 4157/4257/4357 - Employee Safety)*

*(cf. 6157 - Distance Learning)*

*The opportunity to work remotely shall be entirely at the district's discretion, and no grievance or appeal right may arise from district denial of any employee request for remote work.*

*Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4151/4251/4351 - Employee Compensation)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

*Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.*

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4261.1 - Personal Illness/Injury Leave)*

*Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.*

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*



**WORKING REMOTELY** (continued)

*The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business when approved by the Superintendent or designee.*

(cf. 4040 - Employee Use of Technology)  
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

*Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.*

(cf. 1340 - Access to District Records)  
(cf. 3580 - District Records)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5125 - Student Records)

*Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of remote work responsibilities. Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.*

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

*Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.*

(cf. 4115 - Evaluation/Supervision)  
(cf. 4215 - Evaluation/Supervision)  
(cf. 4315 - Evaluation/Supervision)

*Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.*

*Legal Reference: (see next page)*

BP 4113.5(c)  
4213.5  
4313.5

**WORKING REMOTELY** (continued)

*Legal Reference:*

GOVERNMENT CODE

6250-6270 California Public Records Act

12900-12996 Fair Employment and Housing Act

LABOR CODE

226.7 Mandated meal, rest, or recovery periods

6400 Safe and healthful employment and place of employment

6401 Unsafe workplace

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources:*

WEB SITES

California Department of Industrial Relations: <http://www.dir.ca.gov>

*Policy*

*Adopted: March 3, 2021*

**OXNARD SCHOOL DISTRICT**

*Oxnard, California*