Comprehensive School Safety Plan
SB 187 Compliance Document

2024-2025 School Year

School: McKinna Elementary School

CDS Code: 56725386055354

District: Oxnard School District

Address: 1600 South N Street
Oxnard, CA 93033

Date of Adoption: February 19, 2025

Date of Review: -with Staff
November 12, 2024

-with Law Enforcement
January 2025

-with Fire Authority
January 2025

Reviewed by:

Name	Title	Signature	Date
Erika Ragan	Principal	*[signature]*	12/05/24
Meleena Castaneda	After-School Program Site Coordinator	*[signature]*	01/17/25
Marilyn Barrinuevo	Teacher/SSC Chairperson	*[signature]*	12/20/24
Dani Pisors	Librarian/Classified	*[signature]*	12/10/24
Lucero Ortiz	Parent/SSC Member	*[signature]*	12/11/24
Police Department Representative	Oxnard Police Department		
Claudia Jimenez	Outreach Specialist		
Maria Aspera	Office Manager	*[signature]*	12/5/24
Jorge Madrigal	Lead Custodian	*[signature]*	12/10/24
Fire Department Representative	Fire Department		

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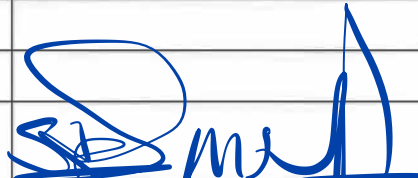|	
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Police Department Representative	Oxnard Police Department	#5102	1-10-25
Claudia Jimenez	Outreach Specialist		
Maria Aspera	Office Manager		
Jorge Madrigal	Lead Custodian		
Stephen McNaughten	Fire Department		1/27/25

Table of Contents

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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:
- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

A copy of the Comprehensive School Safety Plan is available for review online at www.oxnardsd.org or in the McKinna Elementary School's office.

Safety Plan Vision
At McKinna School, we support our district's mission, "Ignite, Transform, Nurture and Inspire," 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 teacher and staff seek to develop empathetic digital learners who are biliterate, critical thinkers and creative problem solvers. Our students will be prepared for successful careers as contributing members of society.

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. Our plan is in alignment to our OSD Strategic plan, specifically goal 2.0 (Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success). The PBIS STOIC 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 strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Students and families will continue to receive support through district funded support staff which includes the counselor, outreach support, special education team and social worker. Staff receives training and guidance to ensure trauma informed practices are embedded throughout the school community.

Components of the Comprehensive School Safety Plan (EC 32281)

McKinna Elementary School Safety Committee
Erika Ragan (Principal), Dani Pisors (Librarian), Lucero Ortiz (Parent SSC Member), Marilyn Barrinuevo (Teacher/SSC Chairperson), Claudia Jimenez (Outreach Specialist), Maria Aspera (Office Manager), Jorge Madrigal (Lead Custodian), Elena Salgado (Counselor), 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 Stoic 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 SROs support with lock down drills and are present for any whole school evacuation off site. In addition, Risk Management provides comprehensive safety information to plan school wide safety drills including fire/evacuation, earthquake preparedness and lock downs.

Risk Management conducts a safety inspection of the campus each year. A report is submitted, and necessary changes are made.

The Safety Team plan and debrief after every drill to ensure our students are safe. The team provides the rest of the staff with meaningful feedback on drills, playground safety and ways to improve our ingress and egress.

All safety issues are reported by staff to administration as they are noticed to be handled by the lead custodian or through work orders to the district office. The lead custodian and the principal conduct safety inspection and submit a report to the DO of any concerns.

Office referrals and discipline issues are discussed with the school counselor, with the PBIS STOIC team, and staff during staff meetings 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 inchronological 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. T he partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:
    a. The partner is less than 14 years of age
    b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
    c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:
    a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:
    a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
    b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
    c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

STAFF TRAINING

All Oxnard School District staff who work with students are trained annually in regard to child abuse. New employees are trained upon being hired. Employees receive training on their legal obligation under law regarding mandated reporting. Employees also receive training to recognize signs and symptoms of child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

GENERAL
This Plan addresses the Oxnard School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. This Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Oxnard School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

OBJECTIVES
- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government Representatives, and should be planned and arranged for in advance.

In an Emergency Building Evacuation, all employees will:
- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:
- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:
- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

- Each teacher MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES. The teacher will remain with students until directed otherwise.
- In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.
- During an emergency period or condition created by disaster, occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:
KTNQ-AM 1020 "Univision America" Spanish
KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish
KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:
KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:
- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102
It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS
Procedures are in place to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

AFTER SCHOOL PROGRAM
The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:
- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING
All staff are trained annually in regard to disaster procedures within the Comprehensive School Safety Plan and the District's Emergency Operations Plan. The school conducts monthly safety drills for fire and earthquake. The school also conducts a lockdown security drill at a minimum of once yearly within the first month of school under the direction of the School Resource Officer.

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS
All schools within the Oxnard School District may establish a suspension program, which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE
The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS
Suspension from school means removal of a student from ongoing instruction for adjustment purposes.
Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS
At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDS FOR SUSPENSION AND EXPULSION
Students may be subject to suspension or expulsion for committing any of the acts listed below:
a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
 (2) Willfully used force or violence upon the person of another, except in self-defense.
b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco, or tobacco products.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm.
n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site including, but not limited to:

      (I)   Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

      (II)   Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (III)   Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMEDATION 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.

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.
1. Shoes must be worn at all times. Open-toe sandals, slippers are inappropriate for safety reasons. Shoes must be appropriate for P.E. Loaner shoes are not available.
2. Halter tops, spaghetti straps, tube tops, see through outfits, off the shoulder blouses, and bare midriffs are prohibited. Undergarments may not be visible.
3. Clothing, personal items, or jewelry which display or promote alcohol, drugs, tobacco or other inappropriate language or pictures are not permitted.
4. Short shorts are prohibited. Pants and shorts may not have holes above mid-thigh.
5. Hats and hoodies may not be worn inside the classroom.
6. Clothing that is disruptive to the educational environment is prohibited.

* Exceptions to the dress code policy can be made for medical/health reasons, a physical or mental disability, and/or religious observations.

(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 regard 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.

School Hours
- The regular student day is from 8:10 a.m. to 2:30 p.m. for students from grades 1-5. The regular school day for TK and Kindergarten students is from 8:10 am to 2:25 p.m. (with the exception of attending before or after school intervention classes, the After School Program, or early release days).
- The early release student day is from 8:10 a.m. to 1:25 p.m. for students from grades 1-5. The early release school day for TK and Kindergarten students is from 8:10 am to 12:25 p.m. (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 (or the gate on J St.).
- Students are not allowed to loiter outside campus gates.
- Students not participating in after school activities are to leave campus immediately by walking or riding the bus.
- Parents dropping off students at school should be aware that there is no supervision available before 7:40 am. School office hours are 7:30 a.m. to 4:00 p.m.
- Students enter through front gates off of South N Street and J Street upon arrival, and the same gates during dismissal times.

Closed Campus
- McKinna is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours.
- Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures.
- All visitors to the campus must check in at the office, sign in and obtain a visitor's pass/badge.

Leaving Early
- Students may leave campus, prior to dismissal; if parents, guardians, or persons designated by parents/guardians (and are on the emergency card) pick up students from school.
- Persons picking up students during the day must present a valid ID, be 18 years of age, noted on the emergency contact information, and sign the student(s) out in the office.

Tardy/Late Policy
School begins at 8:10 am.
- If the student arrives after the tardy bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
- A truant tardy will be marked when the student arrives 30 minutes or more after the school's start time, without a valid excuse.

Excused Absences
- When a student is absent, the parent or guardian needs to notify the school through a written note or phone call to the

office within 72 hours of the absence.

Excused absences include: illness, medical/dental appointments, court appearances (for students), religious observations, or death of an immediate family member.

Truancies
The following are considered truancies:
1. Being absent from school without the knowledge and consent of the parent/guardian/school.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission

If a student is habitually late or absent from school, various measures may be taken including referral to SARB (School Attendance Review Board). Truancy is a violation of the California Education Code and includes consequences ranging from requiring parents to attend parenting classes to fines levied to parents. In some cases of truancy, students may face disciplinary action that may include after school detention depending on circumstances.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Positive School Climate

Element:
School-Wide Positive Behavior Support

Opportunity for Improvement:
Site-based response see examples below.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To encourage "Positive School Climate," All students will have access to positive behavior support systems through Safe & Civil Schools. PBIS guidelines, rules & expectations will be taught and modeled. Restorative approaches such as CHAMPS will be utilized to help teach self-regulation and self-control. Positive behavior will be reinforced by Catch of the Day cards, and certificates given at awards ceremonies.	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.	Staff, Certificates, Prize Box Treats	PBIS STOIC Team Members & Outreach Specialist and Counselor	Principal will use the number of referrals to evaluate if our objective is being met. Our goal is to decrease the number of behavior referrals from one year to the next.

Panorama survey results will be used to evaluate how safe and connected students feel to school. |
| Teachers will identify exemplary students. | Awards assemblies 3-times yearly to recognize exemplary students. | Certificates and peace signs purchased from Oriental Trading. | PBIS STOIC Team, Principal, Counselor | Principal will use the number of referrals to evaluate if our objective is being met. Our goal is to motivate student to make good decisions and decrease the number of behavior referrals from one year to the next.

Panorama data used to see how connected to school students are feeling. |
| All students and staff will participate in PBIS Safe & Civil Schools protocols. New teachers trained. | OSD has contracted Safe and Civil Schools and they train the PBIS STOIC Team . | Handouts from workshop. Posters created by the staff and posted in hallways, on the playground and in the cafeteria. | PBIS STOIC Team, Principal, Counselor | Student will have tools and strategies to have self-control and make good decisions throughout the day. This will result in less behavior referrals throughout the school year. |

Objectives	Action Steps	Resources	Lead Person	Evaluation
Restorative discipline model implemented which includes reflective questions and conflict mediation strategies practiced with students.	Principal and Counselor lead and model for students. Reflection documents made available for teachers.	Reflection forms	PBIS STOIC Team, Principal and Counselor	Panorama survey data will be used to see how safe and connected students feel. Behavior referrals will be used to evaluate if our restorative efforts are allowing students to solve conflicts in a positive way. Counselor will provide information based on number of students serviced who benefit or use restorative strategies.
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.	1. Hold regular meetings with McKinna's Safety Committee 2. Conduct school- wide training 3. Identify a way to disseminate school- wide behavior expectations 4. Reduce the number of referrals due to negative behavior 5. Provide staff with resources that emphasize components of the CHAMPS program. 6. Hold student assemblies to discuss behavior expectations.	Champs/STOIC School Wide Training for staff and students	PBIS STOIC Team, including Principal, Counselor, ORC	Office referrals Staff Feedback Parent Feedback

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teachers, support staff, administration, parents and students will work together and build a sense of community.	1. Staff shall practice a code of ethics that embraces Cultural Proficiency. 2. Staff will work with parents and students in a way that affirms universal human values such as respect, honesty and fairness.	PBIS resources, Counselor, PBIS STOIC Team	Counselor, Support Staff, PBIS STOIC team	Observation PBIS STOIC survey
Develop an MTSS model including SST process to meet the needs of students with social - emotional challenges.	1.Use a tiered system with wrap around services to identify students who are in need of intervention to include possible counseling services and services beyond school counseling. 2. Outreach Consultant can contract community resources for off-site support for students and their families and/or provide classes to the parents and guardians of the student.	VCBH Social Worker Counselor ORC PBIS STOIC Team Student Support Team	Counselor, ORC, Social Worker, PBIS STOIC Team, Student Support	Pre and Post measures Teacher reports & observations Office referrals Student interviews
Teachers, Campus Supervisors and support staff trained in the PBIS-CHAMPS/STOIC model.	1. Meetings & trainings with teachers, staff, campus supervisors to discuss support strategies and student concerns	CHAMPS, PBIS/STOIC	Principal, ORC, Counselor, PBIS STOIC TEAM	Agendas Office Referrals

Objectives	Action Steps	Resources	Lead Person	Evaluation
Counselor and ORC plan school wide activities to engage and promote positive student behavior throughout the school day.	1. Field Day for students who have positive behavior in the class and school 2. Biweekly Drawing of Catch of the Day 3. Spirit Weeks 4. Anti Bullying assemblies	Counselor, ORC, social worker, campus supervisors and Field Day equipment, Catch of the Day tickets	ORC and Counselor	Office Referrals, teacher observations and feedback on student behavior

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 and provide hard copy of new terminology and lockdown procedures to staff.	Oxnard Police (School Resource Officer), OPD Department Handout	Safety Team, Principal	Staff will know what to do during 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, SRO	Safety Team, Principal	Oxnard Police Department (SRO) 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 with discussions in the classroom	Oxnard Police Department and the City of Oxnard.	Safety Team, Principal	OPD will provide feedback on our ingress and egress.
Staff representatives attend at least one of 3 Disaster trainings: Medical, Reunification, or Search & Rescue.	Attend Safety trainings and share with remainder of staff	SERT: School Emergency Response Team	Safety Team, Principal	Safety team organize & evaluate school wide practice drills
Principal and team will learn how to de-escalate situations where students become agitated and if necessary, practice safe restraint methods	Attend NCPI training. Behaviorist and SPED TOSA work with Teachers.	SELPA NCPI Trainings, OSD Behaviorist and SPED TOSA	Campus Supervisors, Safety Team, Principal, Counselor	Staff will be able to address situations where students become highly agitated using best practices.
Keep students physically, emotionally and mentally safe at school.	Staff will be informed about their responsibility to report suspected child abuse and neglect. OPD and Social worker will provide support.	Oxnard Police Department, Counselor, ORC and Social Worker.	Principal	Principal will review monthly reports of referrals from the ORC, counselor and social worker and parent concerns.
Oxnard Police Department (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 OPD support; Traffic assessment support	OPD (SRO), Risk Management, Teachers	Principal, Risk Management, OPD (SRO)	Teachers and staff will provide feedback on ingress, egress and drills.
Monitor students to ensure they feel safe at McKinna.	ORC, Counselor, Social Worker and Principal will meet biweekly to discuss supports to provide students	ORC, Counselor, Social Worker and Principal	ORC, Counselor, Social Worker and Principal	Team will review referrals and provide resources and/or support to address student needs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The PBIS/STOIC team will meet monthly to discuss areas that need to improve the safety around our school	PBIS/STOIC monthly meetings	PBIS/STOIC team including Counselor, Teachers, Librarian and Principal	PBIS/STOIC Team	Team will provide observations and analyze referrals to evaluate the school safety. Agendas and Data collection will be used to improve areas of challenge.
Ensure Health Protocols are followed for all students.	Teachers, Counselor, ORC, office staff, campus supervisors, ASP staff will have a health training with District Nurse on seizures, allergies and more.	District Nurse	District Nurse	District nurse will train staff to ensure all students are safe. Health referrals on specific areas trained will be looked at to monitor safety.

Component:
Disaster Preparedness

Element:
School Safety

Opportunity for Improvement:
Site-based Response

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure that the campus is safe from unwanted intruders.	Closed campus and sign in procedures, monitor entrance gates.	Campus Supervisors, Admin, Custodians	Principal/Office Manager	Gates will remain locked.
All students, staff members and families will be familiar with safety procedures.	1. Monthly fire drills and bimonthly earthquake and lockdown drills will be scheduled for all students and staff to participate. 2. Office team including ORC and Counselor will meet to discuss safety procedures including student release during a lockdown drill 3. The Safety Committee will meet monthly to review safety procedures including student release during lock down drills, and will discuss procedures for all drills. 4. Remind families of the parking lot safety procedures during ingress and egress.	Great American Shakeout Earthquake simulation. Safety Committee	Principal and Office Manager	Students and staff will demonstrate safe behavior during drills. Teachers and staff will be asked to provide feedback.
Teachers will be familiar with techniques for search and rescue, emergency first aid, fire containment and lockdown procedures	Safety Team sharing best practices from SERT trainings.	Oxnard Fire Department and Oxnard Police Department.	Members of the Oxnard Police Department and Principal.	Teacher debriefing and response.
Staff members will attend disaster training for medical, reunification and search and rescue. School emergency response team training series. (SERT)	All members of the safety team and additional staff members attended at least one of the three trainings. Lead safety team members attended all 3 trainings.	School Emergency Response Team Training coordinated through Risk Management	Principal and Safety Team	Utilized training to set up teams and structure site practice drills which include reunification procedures.
Staff members will attend active assailant training.	All staff members	Risk Management	Risk Management and Principal	Utilized training to prepare for an intruder on campus.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

McKinna Elementary School Student Conduct Code

Staff, parents, and students at McKinna Elementary School work together to support and maintain a safe and secure school environment conducive to learning and one that provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, while attaining high academic achievement. Our plan is consistent with our OSD Strategic Plan (2.0
Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success). The staff works collaboratively to ensure that all students receive a quality instructional program. A progressive discipline model provides the opportunity to teach appropriate behavior through the use of intervention and a corrective action. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. Corrective action taken by the administrator shall take place per Ed Code guidelines after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus. McKinna utilizes a restorative model based a Positive Behavior Intervention System through Safe and Civil Schools.

Additionally, 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.

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 help to resolve conflict or appreciate others.

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 services, 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, polite, respectful, knowledgeable of right and wrong, fair, positive in outlook, compassionate and 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-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.

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.

(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.

Adaptations for Students with Disabilities

Access and Functional Needs (AFN) Emergency Response – Pupils with Disabilities
On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California. Because the center serves individuals with intellectual and developmental disabilities, initial reports indicated the attack was an assault on the disabled. Though it was later learned not to be the case; the thought of an attack on individuals with disabilities raised serious concerns. Paramount among those concerns was the general recognition that there was a lack of guidance and training regarding the access and functional needs (AFN) considerations associated with any disaster including an active shooter attack.

When considering emergency/disaster response, the population of any given gathering place should be considered. In the school environment, establishing if any students or staff have access or function needs is primary.

EVACUATION
This should always be a consideration, how to safety evacuate all people from a building in the event of a fire or other emergency requiring evacuation. How do staff members efficiently move students who are in wheel chairs or have developmental needs to the evacuation area while keeping students safe and calm? Consideration should be taken for making this evacuation as safe as possible.

EARTHQUAKE: DROP, COVER, HOLD ON
In California, Earthquake is always a possibility, and although we live day to day as if a large earthquake won't happen, being prepared is an absolute necessity. The response to drop to the floor, cover your head preferably by getting under a desk or heavy piece of furniture and holding on to it to stay covered while everything else around is shaking is meant to keep people safe from falling objects. Given that this is the standard emergency response for earthquakes consider those who are not able to get under large pieces of furniture. The main goal is the same, ensuring their head is protected from falling debris specifically protecting those who cannot drop and take cover. Ensure that the room itself will be safe in an earthquake, securing bookshelves and their books, any large top-heavy pieces of equipment, any heavy items on the wall should be adequately secured.

If possible:

DROP where you are, onto your hands and knees. This position protects from being knocked down and also allows you to stay low and crawl to shelter if nearby.

COVER your head and neck with one arm and hand
- If a sturdy table or desk is nearby, crawl underneath it for shelter.
- If no shelter is nearby, crawl next to an interior wall (away from windows).
- Stay on your knees; bend over to protect vital organs.

HOLD ON until the shaking stops.
- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts.
- No shelter: hold on to your head and neck with both arms and hands.

<u>**Adapt for your situation:**</u>
If a student has difficulty getting on the ground or cannot get back up again without the help of a caregiver, then follow these recommendations:

<u>If you are in a recliner or bed</u>: Do not try to transfer during the shaking. Cover your head and neck with your arms or a pillow until the shaking stops.

<u>If you use a cane</u>: Follow the Drop, Cover, and Hold on instructions as shown in the section above, OR sit on a chair, bed, etc. and cover your head and neck with both hands. Either way, keep your cane near you so it can be used when the shaking stops.

<u>If you use a walker</u>: LOCK your wheels (if applicable) and carefully get as low as possible. If your walker has a seat, sit and COVER your head/neck with your arms, a book, or a pillow. IF no seat, try to get down with your head lower than the top of the walker. Bend over, then HOLD ON until shaking stops.

<u>If you use a wheelchair</u>: LOCK your wheels. COVER your head and neck with your arms, a book, or a pillow. Bend over and HOLD ON until the shaking stops.

Once shaking stops:
- Check yourself for injury, paying extra attention to areas where you have reduced sensations.
- If you are near the shore and feel strong shaking, first protect yourself as in Step 5 until the shaking reduces such that you can move inland or to a higher location. Do not wait for an official warning.
- Be prepared for aftershocks. Stay close to and aware of the safe spaces in your environment.
- Look around for hazards such as broken glass and objects in your way.
- Furniture may have shifted and sound cutes may not be available to individuals with visual disabilities.
- Evacuate only if necessary, otherwise stay where you are.
- If the authorities advise an evacuation for your area, follow their directions immediately.

LOCKDOWN
The best response to an active assailant on campus is to lockdown. The best option for safety during an active assailant disaster is to keep students safe by keeping them quiet in locked rooms. Occasionally, students are in a location where they cannot be locked down so other options should be considered.

The current mantra taught for personal protection during an active shooter attack is "Run, Hide, Fight". While reasonable and appropriate, each of those steps has AFN-related implications. Persons with disabilities and AFN should ensure their individual needs are integrated into their organization's emergency evacuation plan, develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an emergency of any sort including an active shooter attack.

RUN
Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:
Inform management regarding any gaps or needs for accommodations that exist in their organization's emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a "buddy system" with coworkers. "Buddies" should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;
- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

HIDE
Individuals with a disability or an access and functional need (AFN), depending on their specific disability or AFN, may have difficulty hiding. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:
- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

FIGHT

Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

COMMUNICATING EFFECTIVELY DURING AN ACTIVE SHOOTER SITUATION
When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response. The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

BLIND/LOW VISION
Announce your presence, speak out, state the nature of the emergency, and then enter the area.
Avoid shouting and speak directly to the individual.
Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.)
If leading more than one individual, ask them to help guide the person behind them.
Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

COGNITIVE DISABILITIES
Signs to look for that may indicate elevated stress levels:
- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/ spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic; Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:
- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing
- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy", if one is present.
- Use facial expressions and have gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.
- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or "buddy" is present.

Mental/Behavioral Health
- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.

- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

Service Animals
- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Keep license and ID tags on service animals at all times.
- Keep copies of any service animal certification or documentation including immunization records, medications, and veterinarian's contact information in your service animal's disaster kit.
- Keep photo of service animal along with student to assist with reuniting if they are separated.
- Store extra animal food, water and feeding bowls.
- Keep an extra harness and/or leash with your disaster supplies.
- Some service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

Physical Disabilities (short- or long-term disability)
- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

Considerations for refrigerated medications
- When there is a loss of power, keep medications in the refrigerator until it becomes warm, at which point they can be moved into the freezer. When the freezer becomes too warm, transfer medication to a small, insulated container and use chemical cold packs. Wrapping an emergency blanket around the ice chest or cooler will help contents stay cold much longer.
- Ask your doctor or pharmacists how long your medications will last unrefrigerated.
- If you evacuate to a shelter, tell shelter staff that you have refrigerated medication.

Opioid Prevention and Life-Saving Response Procedures
Opioid Prevention and Life-Saving Response Procedures
To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades K to 8, in accordance with Senate Bill 10, Oxnard School District has Narcan available at all school sites.

Narcan Protocol
I. Identification of Overdose Signs
- District nurses and health staff, site administrators and volunteers will be trained on signs of possible opioid overdose, which include, but are not limited to:
  - Loss of consciousness or unresponsiveness
  - Slow, shallow, or stopped breathing
  - Constricted (small) pupils
  - Choking or gurgling sounds
  - Limp body
II. Immediate Response Procedures
- In the event of a suspected opioid overdose:
  1. Immediately call 911.
  2. If trained, administer first aid.
  3. If trained, administer Narcan.
III. Narcan Availability and Administration
- Narcan kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of Narcan.
IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures
- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities
- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol
- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan
- Annual communication of the protocol to staff, students, and parents.
- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Response Procedures for Dangerous, Violent, or Unlawful Activity

Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

I. Reporting and Assessment
- We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
- Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

II. Immediate Response and Safety Measures
- In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or shelter-in place, tailored to the specific nature of the incident.
- Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.

III. Coordination with Law Enforcement
- We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
- Joint response plans have been developed with law enforcement for various types of threats.

IV. Communication with Parents and Community Comprehensive School Safety Plan
- Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
- We provide regular updates as situations evolve.

V. Support Services
- Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
- We offer resources and referrals for additional assistance when needed.

VI. Training for Staff and Students
- Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

VII. Review and Update of Protocol
- We regularly review and update our protocol to align with current best practices and legal requirements.
- Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education
- Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised March 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, McKinna Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

LEA Engagement with Families
- Parent Square notifications with specific information regarding instructional plans will be sent to parents immediately following the decision to move to distance learning and within 5 calendar days following an emergency.
- Daily updates will be sent via Parent Square to keep families informed of any changes
- Instructional engagement plans will be communicated with families and instruction will begin within 10 days following the emergency
- School sites and teachers will communicate with families regularly via Parent Square.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)

Phone Calls

Email

School Portal

Social Media

Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of power outages, locations will be identified for in-person communication and dissemination of information.

Support for Special Needs

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

- Special Education (IEP/504): Virtual or in-person accommodations will be provided per students' IEP/504 plans. Students receiving school-based counseling per their IEP will continue to receive counseling with the site counseling psychologist.
- English Learners (EL): English Language Development (ELD) support and bilingual resources will be available on Canvas. Teachers will continue to provide designated ELD during distance learning.
- Counseling & Mental Health Services: Online counseling sessions and wellness check-ins will be provided. School counselors and clinicians will reach out to students who receive individual counseling and will open weekly zoom sessions for students.

Access to Instruction

Timeline for Access to Instruction

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

As required, McKinna Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, McKinna Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The expectation is for teachers to deliver standards-based instruction guided by the state framework. They will use the district-adopted curricula for all subjects, most of which have digital components. They have been provided with all necessary materials, resources and access needed to competently deliver instruction. The distance learning schedules and the hybrid (in-person) schedules dovetail nicely and if we have to transition from distance to the hybrid schedule, there should be few transitional issues to contend with.

The district currently uses the learning management system, Canvas. This is the platform that all teachers will use to provide instruction. Due to the digital nature of instruction during distance learning, we have a district-based Educational Technology TOSA (teacher on special assignment) who can support staff in developing their skills to create digital lessons. Additional TOSAs will provide technology and teaching support to teachers.
- Synchronous Learning: Teachers will conduct live instruction via Zoom/Canvas Conferences at scheduled times.
- Asynchronous Learning: Students will engage with online program resources (Lexia, ST Math), assignments, and discussion boards on Canvas.
- Hybrid Learning (if applicable): Combination of in-person and remote learning for students based on circumstances.
- Offline Learning: Printed learning packets will be provided for students with limited internet access.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

All students have access to devices. Students in TK – 5th grade have been issued iPads and students in grades 6 – 8 have been issued Chromebooks for use at school and at home.
- Device: Students will use their assigned iPads or Chromebook.
- Internet Access Support: Hotspots will be available for families lacking stable internet. If schools have to close due to an emergency, school principals, teachers and staff will contact families to check on the need for internet connectivity and basic needs. Our IT department will set up distribution points based on the needs of families.
- Technical Support: A dedicated IT helpdesk at ext. 2100 will be available to assist students, teachers, and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

The district currently uses the learning management system, Canvas. This is the platform that all teachers will use to provide instruction. Due to the digital nature of instruction during distance learning, we have a district-based Educational Technology TOSA (teacher on special assignment) who can support staff in developing their skills to create digital lessons. Additional TOSAs will provide technology and teaching support to teachers. The district-adopted curricula will be used for all subjects, most of which have digital components

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

McKinna Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Marina West Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

- Parent Square notifications with specific information regarding instructional plans will be sent to parents immediately following the decision to move to distance learning and within 5 calendar days following an emergency.
- Instructional engagement plans will be communicated with families and instruction will begin within 10 days following the emergency
- School sites and teachers will communicate with families regularly via Parent Square.

- Regular Updates: The district will provide updates via emails, robocalls, and social media.
- Multilingual Resources: Information will be translated into multiple languages.
- Parent Training: Workshops on using Canvas will be offered to parents to support student learning at home.

Approximately 85% of our students are socio-economically disadvantaged and 51% of our students are English Learners. If we have to close schools due to an emergency, Principals will use a log for teachers to complete to monitor student contact, as well as, conducting grade level/PLC virtual meetings on a regular basis to share information, receive requests for additional support and monitor instruction. There is a Counselor and Outreach Specialist (ORC) at each site to provide support and connect families with services as indicated from the contact teachers are making.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All students have access to devices. Students in TK – 5th grade have been issued iPads and students in grades 6 – 8 have been issued Chromebooks for use at school and at home.
- Device: Students will use their assigned iPads or Chromebook.
- Internet Access Support: Hotspots will be available for families lacking stable internet. If schools have to close due to an emergency, school principals, teachers and staff will contact families to check on the need for internet connectivity and basic needs. Our IT department will set up distribution points based on the needs of families.
- Technical Support: A dedicated IT helpdesk at ext. 2100 will be available to assist students, teachers, and families.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

The distance learning schedules are very clear in the number of minutes for each learning space. We are adhering to the state mandated instructional minutes by grade level spans and standards-based teaching. Teachers will synchronously teach "live" through a virtual meeting platform in the mornings and students will engage in asynchronous and independent work for the remainder of the day.

Teachers are able to check in with students and meet with small groups during the asynchronous time periods. This facilitates differentiation and will help mitigate learning loss. Live teaching sessions are not required on Wednesdays, but teachers must check in with all students to provide clarification, answer questions, give reminders and provide any additional support needed. Attendance will be taken each day through our SIS system, "Q," during synchronous instruction. The district will document daily participation of each student on each school day. If the student does not participate in distance learning, then that student will be marked absent. Participation includes evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with a staff member, the student, or the parent/guardian of the students.

Oxnard School District will use a tiered system of re-engagement for students who are absent from distance-learning. That system will involve and integrate a number of school site staff to address and remediate attendance concerns. The system is based upon a model with four components: 1. Contact 2. Connectivity, 3. Engagement and 4. Participation. These components are all essential to student success within school.

School staff and interventions will be applied based upon the identification of need. Initially, school staff will work to make sure that there are working lines of communication between the home and school. Then, the District will work to ensure that the student has access to distance- learning through connectivity, which involves the use of a District-issued iPad/Chromebook and also (as needed) a Wi-Fi hotspot for access to the Internet. School staff will monitor on a daily basis which students are engaged in school by attending synchronous classes with their teacher(s).

School staff will also monitor and measure student engagement and participation within learning via asynchronous communication with students as they complete learning tasks assigned through Canvas. The District will utilize a wide range of intervention and outreach services to connect with families and to engage students in participating in distance-learning. Schools will use trauma-informed and restorative approaches in working to identify any barriers that might be impeding student success. Once barriers are identified, the District will then utilize the appropriate level of intervention (as described below) to address the concern.

For students who are identified as being truant (missing three days or three periods of 30 minutes or more without a valid excuse), the District will address the attendance concern via the School Attendance Review Board (SARB). If the attendance concern is not resolved after the first identification of truancy, the District will utilize the School Attendance Review Team (SART) process at the school site (see below) to support families by identifying barriers to school attendance and providing interventions and support to meet those needs. In cases where the attendance concern is not resolved through the SART process, the District will utilize SARB to bring additional and more intensive resources to support students and families most in need.

The District will record both daily attendance and engagement for each student within its student information system. That information will be used to identify individual attendance concerns as well as more broad-based concerns of attendance.

Teachers will:
- Maintain updated Canvas courses with lesson plans, assignments, and assessments.
- Follow the distance learning schedule for the grade level/subject area.
- Conduct daily or weekly check-ins with students via Canvas discussions, messaging, or video calls.
- Track student engagement and attendance.
- Provide timely feedback on assignments and communicate regularly with parents.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

- Device: Students will use their assigned iPads or Chromebook.
- Internet Access Support: Hotspots will be available for families lacking stable internet. If schools have to close due to an emergency, school principals, teachers and staff will contact families to check on the need for internet connectivity and basic needs. Our IT department will set up distribution points based on the needs of families.
- Technical Support: A dedicated IT helpdesk at ext. 2100 will be available to assist students, teachers, and families.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

• Special Education (IEP/504): Virtual or in-person accommodations will be provided per students' IEP/504 plans. Students receiving school-based counseling per their IEP will continue to receive counseling with the site counseling psychologist.

English Leaners (EL)

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

• English Learners (EL): English Language Development (ELD) support and bilingual resources will be available on Canvas. Teachers will continue to provide designated ELD during distance learning.

Professional Learning

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

- Teachers and staff will receive ongoing training on effective online instruction, Canvas tools, and student engagement strategies.
- Technology training sessions will be provided to ensure smooth implementation.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

District ORCs,counselors and clinicians as well as district translators will be available to provide counseling and support services to students and families.

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

District staff will coordinate with local agencies to support families in need.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

- Grab-and-go meal distribution points will be set up at designated schools.
- District staff will coordinate with local agencies to support families in need.
- School counselors, clinicians and ORCs will provide support to families at their sites via zoom sessions and/or Parent Square.

Oxnard School District will use a tiered system of support to provide mental health, social and emotional services. The model will provide early identification of students with risk factors via a social and emotional survey tool in grades TK – 8. Risk factors will be identified using Panorama SEL surveys, an online platform that collects aggregate and individual student responses to a series of questions in key social and emotional domains. Students in grades TK-8 who are identified with risk factors will be referred to the school counselor for further screening to determine the appropriate level of care. Early intervention services will include school-based individual or group-based counseling and linkage to community services. School counselors will also use the Columbia Suicide Severity Rating Scale (C – SSRS) to identify any students at risk of harm to self.

Principals will use a log for teachers to complete to monitor student contact, as well as, conducting grade level/PLC virtual meetings on a regular basis to share information, receive requests for additional support and monitor instruction. There is a Counselor and Outreach Specialist (ORC) at each site to provide support and connect families with services as indicated from the contact teachers are making.

Site-Based Collaboration

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

The ICP was developed with stakeholders.

Return to Site-Based Learning

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

- Depending on the type of emergency, the district will follow guidance from state and/or county agencies to prepare schools for reopening.
- Facilities Director and Managers will work with site teams to ensure specific conditions that must be met prior to reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

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

This Instructional Continuity Plan (ICP) will be included as an integral component of McKinna Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The plan will be reviewed and updated annually.

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes in order to ensure the safety of students and staff. The committee meets monthly to review and make necessary recommendations and changes. All changes are brought to the attention of the staff and stakeholders at meetings. The completed plan will be distributed to team members by email and printed copies for review. Parents and teachers have been invited to participate in the review and revision of the plan. The plan will be translated into Spanish to make it accessible to the majority of parents. A copy of the school plan will be available in the school office for review.   The plan is reviewed in November by the SSC and submitted to the School Board for review and approval in February.