

Comprehensive School Safety Plan SB 187 Compliance Document

**2019-2020
School Year**

School: James Driffill Elementary School

CDS Code: 56725386055271

District: Oxnard School District

Address: 910 South E Street
Oxnard, CA 93030

Date of Adoption: October, 2019

Date of Review: -with Staff

-with Law Enforcement

-with Fire Authority

Reviewed by:

| Name | Title | Signature | Date |
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| Gilbert Elizarraraz | Principal | | |
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| Nicole Espinoza | Kinder Representative | | |
| Luz Patino-Lopez | Primary Representative | | |
| Esperanza Solis | After School Representative | | |
| Stephanie Gankas | Upper Grade Representative | | |
| Liliana Medrano | Middle School Representative | | |

| Name | Title | Signature | Date |
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| Angelica Ortiz | Special Education Representative | | |
| Ed Murillo | Oxnard Police Department | | |
| Esmeralda Guzmán | School Site Council Representative | | |
| Maria Saucedo | Middle School Representative | | |
| Scott Brewer | Fire Department Representative-Emergency Services Manager | | |

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

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

A copy (electronic or paper) of the Comprehensive School Safety Plan is provided yearly to the following:

- School staff
- Parents
- After-school program staff
- Oxnard Police Department
- Oxnard Fire Department
- Early Childhood Education staff
- Volunteer Coaches

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

Safety Plan Vision

At Driffill Elementary School, we believe all students deserve an education that incorporates a comprehensive curriculum, requiring critical thinking and the use of educational technology, where a safe environment, safety and climate are regularly addressed and reviewed. We believe students should be actively involved in a respectful, caring, safe and cohesive educational community.

Components of the Comprehensive School Safety Plan (EC 32281)

James Drifill Elementary School Safety Committee

Gilbert Elizarraraz,, Principal
Tammy Smith, Assistant Principal
Michelle Styring, Assistant Principal
Maria Saucedo, Middle School Representative
Nicole Espinoza, Kinder Representative
Luz Patiño, Primary Representative
Esperanza Solis, After School Representative
Stephanie Gankas, Upper Grade Representative
Liliana Medrano, Middle School Representative
Angelica Ortiz, Special Education Representative
Monica Arias-Melgoza, Classified Representative
Officer Ed Murillo, Oxnard Police Department
Esmeralda Guzman, School Site Council Representative
Scott Brewer, Fire Department Representative- Emergency Services Manager

Assessment of School Safety

The School Resource Officer from the Oxnard Police Department with the principal conducted a security inspection of the campus and made recommendations which were addressed by school personnel. A major consideration was to close the campus to all adults before school in the morning. This recommendation was reviewed and approved by School Site Council. In addition recommendations are provided by the following: ELAC, Leadership, PBIS, PTA and Drifill staff. This policy will be reviewed annually.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel.

The Safety Committee meets regularly to review all safety and security procedures and make any necessary recommendations and changes. This process includes reviewing office referrals, attendance rates, suspension and expulsion rates, California Healthy Kids Survey, local law enforcement juvenile crime data and property damage.

Any safety issues related to our facilities are reported by staff to administration and are handled by the Lead Custodian or through work orders to the district office.

The Oxnard Traffic Police are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws and parking regulations.

The monthly safety checks also provide information about any necessary changes. In addition, the Lead Custodian and the principal conduct monthly safety inspections. Any safety issues reported by staff to administration are handled by the Lead Custodian or through work orders to the district office.

Minor changes (such as repairs) are made immediately. Major changes which may need input from more stakeholders go through a process of involving the school's Leadership Team, staff, and any relevant parent groups. Once the input has been obtained, a system of communication goes into effect to make sure all stakeholders are made aware of the changes.

In order to ensure that students engage in safe behavior, the school utilizes CHAMPS and provides new teachers the opportunity to be trained. Students are expected to follow the rules and teachers reinforce the rules in their classrooms. A progressive system of discipline is applied when the expectations are not adhered to as part of Positive Behavior Intervention.

Adults who are not employees are not allowed on campus at any time without first checking in at the office, signing in, and obtaining a visitor's badge. All visitors who are signing out students are required to show a valid I.D. and be listed as an approved adult for checkout.

Drifill conducts an annual inventory of emergency equipment and replaces supplies as needed, including emergency buckets and emergency classroom backpacks. Our Emergency Operation Plan and School Safety Plans are reviewed annually.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

GENERAL

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family services agency. The counselor or assistant principal will notify the principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency. Mandated reports of sexual activity must be reported to either the Department of Children and Family Services (DCFS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

School manager either mails or faxes over the completed abuse form to CFS within 36 hours of the report. School office manager gives a copy to principal and to the Oxnard School District Superintendent.

SEXUAL ACTIVITY

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age

- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

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

STAFF TRAINING

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

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

GENERAL

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

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

OBJECTIVES

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

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

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

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

In an Emergency Campus Evacuation:

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

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

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

Emergency Announcements will be provided on the following radio stations:

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish

KNX-AM 1070 "KNX 1070 Newsradio"

KUNX-AM 1400 "La Super X" Spanish

KKZZ-AM 1520 "La Voz" Spanish

KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"

KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco

KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

CALIFORNIA EMERGENCY SERVICES ACT (CHAPTER 7, DIVISION 1, TITLE 2, CALIFORNIA GOVERNMENT CODE)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

CALIFORNIA GOVERNMENT CODE, SECTION 3100, TITLE 1, DIVISION 4, CHAPTER 4.

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

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

CALIFORNIA CIVIL CODE, CHAPTER 9, SECTION 1799.102

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

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

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

AFTER SCHOOL PROGRAM

The after-school program staff is trained annually in regard to disaster response. The District maintains a full-time After School Program Manager, who oversees safety training and disaster preparedness for the program. The After School Program Manager ensures that the following safety components are addressed within the after-school program environment:

- Elements of a safe and orderly environment
- Emergency evacuation procedures
- Student release procedures
- Incident Command Team responsibilities
- Child abuse reporting
- Rules, expectations and consequences
- Non-discrimination and harassment reporting

TRAINING

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

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

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

STUDENT DUE PROCESS

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

ALTERNATIVES TO SUSPENSION / OPTIONS

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

REQUIRED PARENTAL ATTENDANCE

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

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

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

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

GROUND FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

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

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

- (a)(1)(A) Causing serious physical injury to another person, except in self-defense.
- (a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(1)(D) Robbery or extortion.
- (a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts, which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has “latitude of choice within certain legal bounds.” When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

BULLYING

CALIFORNIA STATE LAW REGARDING BULLYING

Right to Safe Schools. All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

AB 9 – Seth’s Law

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.

Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints Procedures

The Board hereby designates the following position to handle complaints regarding bullying and inquiries regarding the district's bullying policies:

Assistant Superintendent, Human Resources and Support Services
1051 South A Street
Oxnard, CA 93030
(805) 385-1501 ext. 2050

Any student who feels that he/she has been subjected to bullying should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of bullying should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of bullying, the Coordinator shall immediately investigate the complaint in accordance with site-level complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's bullying policy, procedures for filing a complaint regarding bullying, and the resources that are available to students who feel that they have been the victim of bullying. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

When a student is reported to be engaging in bullying off campus, the Assistant Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Assistant Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Alternative means of correction will be considered where appropriate, as required by Education Code section 48900.5

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Oxnard School District will dutifully notify teachers of students who are identified as dangerous in accordance with California Education Code 49079.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to the Assistant Superintendent of Human Resources at (805) 486-3408. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Gang-related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus. There must be at least five inches between the bottom of a student's shorts and the top of their socks. Clothing should not be of an extreme size, should not sag, and must fit the student appropriately. Gang affiliation with sports teams and colors is also inappropriate for school. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school or shall be required to prepare himself for the schoolroom before entering.

The purpose of the dress code policy is to ensure a safe and secure environment in which students can benefit from a quality education. All students at Drifill will be held to the school dress code policy. Students who violate the dress code policy can call parents or guardians to resolve the issue. 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 of education policies.

1. Shoes must be worn at all times. Sandals must have heel straps. Flip Flops or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice or professional sports teams.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts should not be worn in classes other than physical education.
6. Shorts that stop between mid-calf and knees worn with long socks are considered gang attire and may not be worn.
7. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
8. Students may not wear clothing or hairstyles that will be disruptive to the educational process.
9. Exception to dress code can only be made for medical, health reasons, and/or religious beliefs.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The safety Committee continuously assesses the needs of the school in regards to safe ingress and egress of students and staff. Working collaboratively with all stake holders, parent concerns and ideas are considered when making any changes to improve student/campus safety.

Parents/Guardians are asked to provide emergency contact information for their children at the beginning of the year, and are asked to make updates as soon as possible when contact information changes.

Parents/Guardians are responsible to provide the school with legal/custodial paperwork regarding a student. The legal documents are attached to the student's emergency card and will be followed accordingly.

SCHOOL HOURS

The regular student day is from 8:10 a.m. to 2:38 pm. Kindergarten hours are from 8:15 - 1:32, Grades 1-5 8:15-2:25 and Grades 6-8 8:10 - 2:38. For minimum days, the school begins at 8:10 am. with

Parents dropping students off at school are made aware that supervision IS NOT available before 7:40 am. School office hours are 7:30 a.m. to 4:00 p.m.

Driffill K-8 is a closed campus and parents are not allowed on the campus at the beginning of the school day and have special directions for dismissal. Every Sunday the principal, through Connect Ed., sends a phone message to all parents updating them with the weekly calendar and any changes for ingress and egress throughout the week.

Once arriving at school, students are to immediately come onto the campus and move to their line-up area. Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.

All gates are locked after the bell and are not opened again until dismissal. Pre-School and Kindergarten entrances and exits have specific times, however gates may change based on projected on-going construction.

All parents who have school business must enter through the main office located on 9th and E Streets. Parents are required to check in and out while on campus during school hours. Parents are discouraged from going directly to classrooms. Parents with strollers cannot go up the staircases and must have special permission to use the elevator. Parents signing their students out for the day must be an adult, 18 years or older, show a valid picture I.D. and be on the emergency card. 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 are also responsible to provide the school with legal/custodial paperwork regarding a student. The legal document are attached to the student's emergency card and will be followed accordingly.

Students not participating in after school activities are to leave campus immediately by leaving with parents, walking or riding a bus. Loitering is prohibited. Students whose parents fail to pick them up after school are walked to the office and parents are called. Parents are then requested to sign students out.

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

Component:

Positive School Climate:

At Driffill School we have high expectations for all students, parents, and staff. Classrooms, playground, and all school activities follow positive behavior standards and rules with appropriate social expectations. Driffill School implements and supports a Positive Behavior Intervention System (PBIS).

Element:

School-Wide Positive Behavior Support:

We review all school rules with students and parents during class time, discipline assemblies, review of CHAMPS, at parent meetings, and at Back to School Night. An advisory period has been added to the Middle School curriculum to review PBIS expectations. Safety drills are conducted on a regular basis. These drills are reviewed with our School Resource Officer (SRO) and in collaboration with teachers and administration to ensure an effective ongoing safety plan. The SRO/OPD is available when called upon.

Opportunity for Improvement:

Site base Response (see examples below):

We meet regularly to review and document the safety events and provide appropriate training.

Information is provided to parents, students, and staff.

Anti-Bullying campaign established this school year with October focusing on strategies and awareness of bullying issues and interventions. An ongoing t-shirt campaign to remind and support students with hate crime type scenarios. Students are being taught about cyber-bullying and digital citizenship.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|--|--|---|
| 1) Ongoing Staff training and implementation of CHAMPS | Assemblies Daily Implementation Team Leads | Teachers CHAMPS Handouts Posters CHAMPS Trainings | Principal, Assistant Principals and Staff | Classroom Walk-Thru weekly meeting feedback Referrals made to the office data |
| 2) Support Staff With Classroom Progressive Discipline | Provide Classroom Progressive Discipline | Progressive Discipline List/Chart | Principal, Assistant Principal, and counselor | Feedback from Staff Feedback from Parents |
| 3) Increase attendance and decrease student tardies | Revise Attendance incentive Program | Current Incentive Program ORC School Funding | ORC | Staff Feedback Student and Parent Feedback |

Component:

School's Safe Physical Environment:

Element:

Safe School Environment:

Playground supervision continues to monitor parking lots, additional student population, locker and bathrooms, and non-traditional entrance/exit gates.

Provided on-going construction updates to students, parents and staff through general meetings and Connect Ed.

Continue with a closed campus since its initiation, 2016-2017 school year.

Opportunity for Improvement:

Site Based Response (see examples below):

Provide regular updates through meetings, power point presentations and pictures via Twitter, Facebook, Instagram, and our school webpage.

Continue to receive, relate and address community concerns.

Provide updated information via social media.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|--|--|
| 1) Update all safety and evacuation plans to include all grades PreK - 8 | Create new plans, evacuation maps, and instruct staff and students on new information | New Evacuation Plan and Maps | Principal, Assistant Principals, Teachers, and Support Staff | Plan and handouts |
| 2) Provide up to date information via social media in regards to school safety and other school activities. | Social Media updates | Social Media | Principal, Assistant Principals, and Teachers | News online |
| 3) Keeping the changing environment safe | Updated information notes and Connect Ed messages to staff and parents | Connect Ed | Principal, Assistant Principals, District Personnel, and Staff | Notes and Connect Ed messages |
| 4) Schedule regular safety drills | Select a monthly date. Provide staff with the safety drill handouts. | School calendar. Meet with SRO and handouts | Principal, Assistant Principals and Staff | Submit district safety and summary forms |
| 5) Review ongoing safety procedures | Assemblies, classroom lessons and parent meetings | School calendar, SRO, safety plan and handouts | Safety Committee | Yearly Safe School Plan update |
| 6) Work with School Resource Officer (SRO) | Drifill meetings | Oxnard Police Department | Principal, Assistant Principals, SRO and staff | Regular visits, safety drill documents |
| 7) Provide opportunities for staff to receive an Epipen training | Train staff with Epipen training | District nurse training | Principal, Assistant Principals, School Office Manager | Certificate of completion |

Component:

Disaster Preparedness:

At Drifill School we have developed a complete Disaster Preparedness Plan. We have reviewed it with our staff and at different parent meetings: ELAC, Café Con Padres and School Site Council. Our goal is to make sure that students and staff are safe at all times and that there is a plan in place when any unfortunate situation may occur.

Element:

School Safety:

We have developed our plan as a team and have reviewed all the components. Safety materials and bags are continuously replenished since becoming a TK-8 school. All key players know their position and roles in case of a disaster/emergency.

Opportunity for Improvement:

Site based response (see examples below):

Provide regular updates and review at meetings.

Continue to receive, relate, and address all community concerns.

Train all personnel as needed.

Purchase materials as needed to replenish supplies after use.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|---|---|---|
| 1) Write and update our plan yearly. | Meet yearly to update the school safety plan. | Place item on all parent meeting agendas. Meet with leadership and safety committee. | Principal, Assistant Principals, and staff | Submit Safety Plan for Board Approval. |
| 2) Review with all stakeholders - students, parents, and staff. | Establish meetings and timelines with the different stakeholders to review and get input for the updated plan. | Place item on all stakeholders agendas. | Principal and Assistant Principals | All agendas are online for review. |
| 3) Train new staff and provide for the need to update certifications. | Enroll staff in training that is needed. | Enroll Staff as needed for different trainings and certificate programs. | Principal, Assistant Principals, and staff | List of those who are trained and certified. |
| 4) Work with the District to get on-going and new directives to link the District to the Site Plans. | Attend all meetings as scheduled. | Review all notes and emails from the District. | District Office, HR, Principal, Assistant Principals, and staff | Completed Safety Plan aligned to the District's plan. |

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

James Driffill Elementary School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents, other school staff, and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

GOALS

We want our students to develop a sense of values and to become:

| | |
|---------------|----------------------------------|
| Caring | Honest |
| Responsible | Well mannered and courteous |
| Respectful | Knowledgeable of right and wrong |
| Fair | Positive in outlook |
| Compassionate | Self-disciplined |

able to Remain in the Growth Mindset

BELIEFS

We believe our rules and procedures will:

- Provide a starting point for behavior and conduct expected.
- Provide a framework of expectations, rewards, and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Demonstrate our agreement and commitment to developing self-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 college/ready contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents, and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Attend school regularly and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Assure that your child is appropriately prepared for school (dress, nutrition, and sleep).
- Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called.
- Know the district, school and classroom rules and regulations and be supportive of your school.
- Help your child to learn self-discipline.

Expectation for Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.
- Consistently monitor classroom, school and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school and private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.

- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns, and Consequences:

Student conduct, which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior, or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, going to, or coming from a school-sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Using electronic devices during times when use is not allowed or to cause a disturbance.
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school-sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, students may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or by telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

SCHOOL RULES AND PROCEDURES IMPLEMENTATION RESPONSIBILITIES

Expectations:

- Basic rules are reviewed with students by classroom teachers at the beginning of each year.
- Basic school rules are sent home each year, in written form, for parental review.
- Students will be held responsible for their conduct.
- Parents will be responsible for providing and supporting an environment that is conducive to their child's/children's success.
- Teachers will cooperate with other staff in enforcing school rules and helping students understand the benefits of choosing behavior that shows respect for other people and property.

- The principal will establish and enforce rules that conform to district procedures and foster safety and good citizenship.

EVALUATION AND FEEDBACK METHODS

Summary

The staff, School Site Council, and the principal will review the school rules and discipline program. These groups will consider the impact of the school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

CONDUCT CODE PROCEDURES

The school rules and procedures were developed and adopted in accordance with California education code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The school uses a proactive and positive approach to management of student behavior (CHAMPS) with clear expectations and structures in place in classrooms and common areas.

Students may be disciplined for the following reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
 - b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
 - c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
 - d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco, or tobacco products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
 - k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
- E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

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

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

MANDATORY RECOMMENDATION FOR EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(a)(1), unless the principal determines that alternative means of correction would address the conduct.

(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

(a)(1)(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(a)(1)(D) Robbery or extortion.

(a)(1)(E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be in violation of Education Code 48915(c). Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

4. Committing or attempting to commit a sexual assault.

5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

Oxnard School District Board Policy 5145.9- Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

At Driffill School, the Leadership Team, ELAC, PBIS, Café Con Padres, Staff, School Site Council, and School Safety Committee meet throughout the school year to review and update the School Safety Plan. Data is revised on a monthly basis to modify the needs of the school to implement in the Safety Plan.

Safety Plan Appendices

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the District's Tactical Information Plan. The Tactical Information Plan document is not available for inspection on the internet.

Oxnard School District maintains an Emergency Operations Plan (EOP) that functions as part of the school Comprehensive School Safety Plan. The EOP addresses the Oxnard School District's planned response to extraordinary emergency situations associated with natural disasters, technological incidents, and security emergencies.

This plan does not address normal day-to-day emergencies or the established routines and procedures used in such emergencies. Instead, the operational concepts reflected in this plan focus on potential large-scale disasters that can generate unique situations requiring unusual emergency responses.

This plan is designed to prepare the District prior to an emergency, include OSD as part of the Ventura County Operational Area, the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

EMERGENCY CONTACT NUMBERS

- Emergency: 9-1-1
- Ventura County EOC Disaster Information Hotline: 805-465-6650
- Disaster Information website (activated only for emergencies): www.vcemergency.com
- Ventura County Fire Dept. Emergency Fire Information Line (during major fires):
805-388-4276
- Ventura County Sheriff's Department: 805-654-2380
- Ventura County Fire Department: 805-389-9710
- City of Oxnard Fire Dept. 805-385-7717
- Ventura County Public Health Emergency Preparedness Office: 805-981-5331
- Ventura County Sheriff's Office of Emergency Services: 805-654-2551
- Department of Homeland Security Disaster Response: 202-282-8000
- California Office of Emergency Services: 916-845-8510
- American Red Cross of Central California: 805-987-1514
- FEMA: 800-621-3362
- Ventura County Health Care Agency: 805-677-5110
- Oxnard Police Department: Non-Emergency: 805-385-7740 Main: 805-385-7600

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

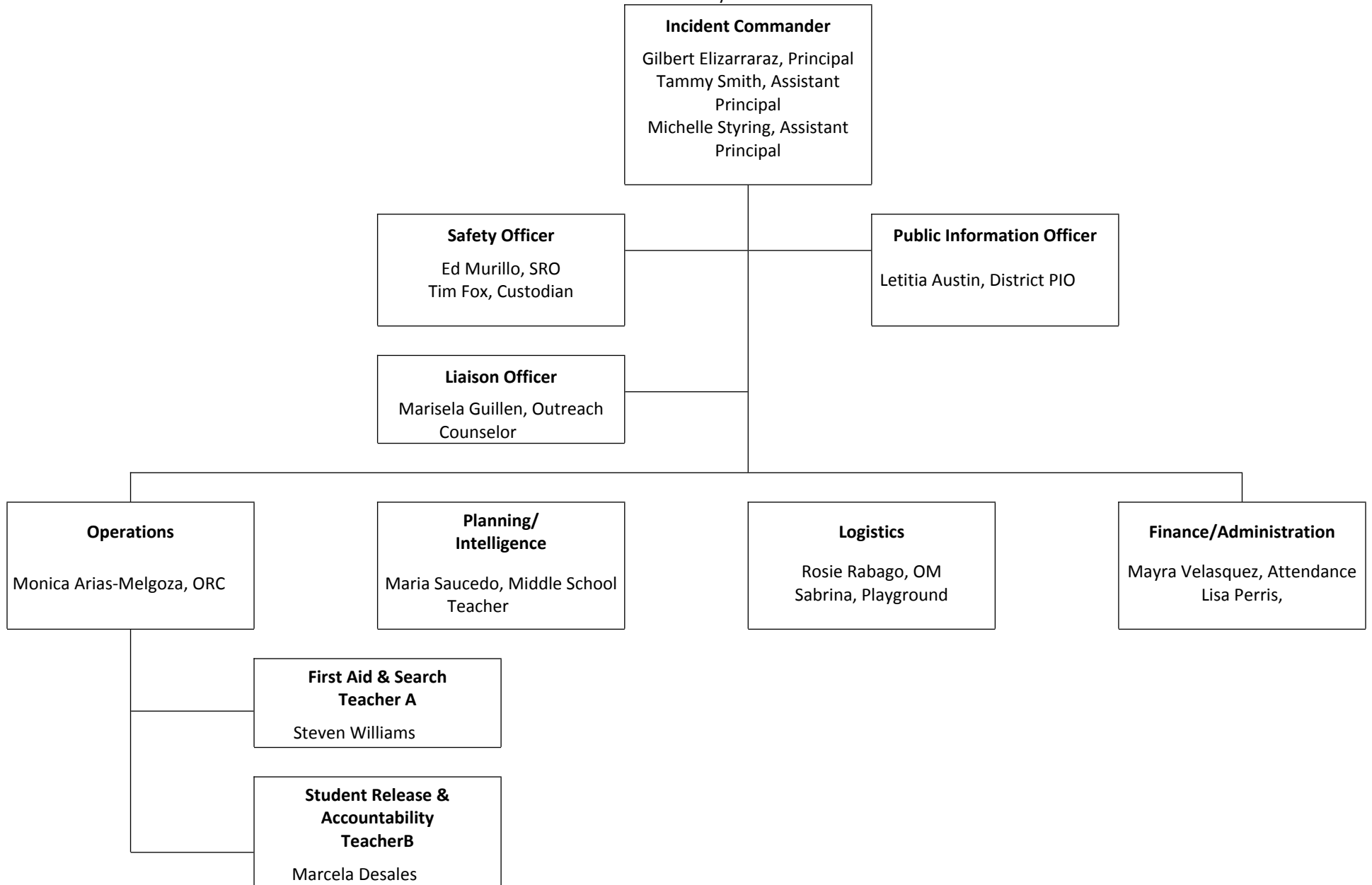
| | |
|-------------------|--|
| Organization | Hobson Park West |
| Address | Oxnard Ca 93030 |
| Contact | City of Oxnard- Parks and Public Grounds |
| Phone Number | 805-385-7950 |
| Date of Agreement | |

SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

| | |
|--------------|------------------------------|
| Organization | Oxnard School District |
| Address | 1051 South A Street Ca 93030 |
| Contact | Facilities- David Fatah |
| Phone Number | 805- 385-1514 |

| | |
|--------------|--|
| Phone Number | |
|--------------|--|

Incident Command System (ICS)
James Driffill Elementary School School



Incident Command Team Responsibilities

STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response with standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

MANAGEMENT

During an emergency, the Incident Commander directs response actions from a designated Command Post. The Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The school principal typically fills this function. A Public Information & Liaison Officer and Safety Officer assist the principal in carrying out this function.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. A single person who reports directly to the Incident Commander performs these activities.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. A single person who reports directly to the Incident Commander performs these activities.

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. **Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, and Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.**

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that affects district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include:

- Drop cover and hold
- Shelter in place
- Lock down
- Campus Evacuation
- Off Campus Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System. Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. The District then reports significant Emergencies. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

1. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
2. Render first aid as necessary.
3. Take roll, complete Disaster Report, and report results to the incident commander.

ANIMAL DISTURBANCE

The children, staff and community members will be moved to a safe area when an animal is present, near, or on campus. If possible, the campus custodian may assist in securing the animal from harm or harming others. The animal may be confined to a secured area until it is removed from the campus by animal control.

ARMED ASSAULT ON CAMPUS

1. Call 911
2. Institute Lockdown - Priority 1 procedures

BIOLOGICAL OR CHEMICAL RELEASE

1. If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
2. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
3. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
All students and staff are to remain indoors.
Turn off all heating and ventilation systems.
All windows should be closed.

PESTICIDE EXPOSURE (Pesticide Drift)

1. Notify the office immediately.
2. Render First Aid if necessary.
3. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
 - Direct all students and staff to remain indoors until it is safe or directed otherwise.
 - Direct all heating and ventilation systems (HVAC) to be shut down.
 - Direct all windows to be closed.

If an evacuation order is imminent, move students and staff to a designated area. If evacuation is not imminent, students and staff should remain in classrooms.

BOMB THREAT/ THREAT OF VIOLENCE

The person receiving the threat should attempt to keep the caller on the phone, stall by saying "Sorry, I can't hear you", etc. Try not to cause concern on the part of your students. Pay close attention to the caller's words, voice, and any background noises. Ask the caller where the bomb is located, what it looks like, and when it going to explode.

1. Contact the office.
2. DO NOT use radios or cellular telephones.
3. If deemed necessary, incident commander will call for evacuation.
4. An organized search for the campus may be conducted under the direction of the principal or law enforcement agencies.
5. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
6. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.
7. Shut down all heating and ventilation system.
8. Keep students in classrooms with their backs to the interior walls.
9. Take roll, complete Disaster Report, and report all missing students to the Incident Commander.
10. All personnel are to remain indoors unless performing duties as assigned.

BUS DISASTER

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.

DISORDERLY CONDUCT

1. Inform the office of the emergency.
2. Do not release students without authorization.
3. All students and staff are to remain in their respective classrooms and work areas.
4. Lock all doors and windows and close all window blinds or curtains. Avoid window areas.
5. When the emergency is over, all clear will be signaled.

EARTHQUAKE

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK, COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "EVACUATE BUILDING" over intercom, when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and submit Disaster Report to incident commander.
8. The principal/designee is to establish a command post, assess damage, activate search team and activates the incident command system.
9. Activate a buddy system: determine needs of neighboring classrooms. Listen for directions when to report to stations.
10. Principal to request assistance through school district channels.

11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the feasibility of closing the school, based on the report of the principal.

B. IF OUTSIDE THE BUILDING:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. DO NOT RUN! Do "DROP -TAKE COVER."
4. Follow procedures 5 through 12 under "Inside School Building."

C. STUDENTS WITH DISABILITIES:

Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

EXPLOSION OR RISK OF EXPLOSION

1. DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When directed, evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Teachers are to take roll, complete Disaster Report, and report missing students to the office.
7. If possible to fight small fires without endangering life, do so.

FIRE IN SURROUNDING AREA

1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).
4. Assist disabled during the evacuation.

5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

FIRE ON SCHOOL GROUNDS

INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

FLOODING

1. Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
2. Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
3. Keep students indoors until it is determined to be safe
4. Move students to pre-designated assembly areas if an evacuation is ordered.
5. Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
6. The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place.

LOSS OR FAILURE OF UTILITIES

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

MOTOR VEHICLE CRASH

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office
4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.

6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PSYCHOLOGICAL TRAUMA

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:

Temporary disruption of regular school functions and routines

Significant interference with the ability of students and staff to focus on learning

Physical and/or psychological injury to students and staff

Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health.
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.

Procedure

In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:

Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

1. Contact the School Resource Officer (SRO) for support with supervision and safety.
2. Direct students not to leave the campus and warn students of consequences.
3. Identify any student who leaves the campus.
4. Follow and maintain supervision of any student who leave the campus.
5. Maintain contact with police regarding the incident.
6. Contact parents of any student disrupting or leaving the campus.
7. Make multiple attempts to have students return to the campus.
8. Remain with students until a return to campus or home.

AB 1747 – COMPREHENSIVE SCHOOL SAFETY PLAN – INVOLVEMENT OF FIRE DEPARTMENT AND FIRST RESPONDERS

AB 1747 requires schools to involve the fire department and first responders in the development of the Comprehensive School Safety Plan. As a function of this requirement, all schools within Oxnard School District will collaborate annually to address the following areas of campus safety:

- **Hazardous Materials:** The locations of hazardous materials including toxic, flammable, corrosive, chemically, or reactive materials should be identified. This should include, on and off campus locations, and the proximity off the campus to fixed sites and transportation corridors that may contain or transport hazardous materials (roadways, highways, pipelines and rail lines)
- **Powerlines:** The proximity of high voltage power lines should be considered in establishing the site evacuation plan (overhead and below ground lines and vaults)
- **Flooding and Landslides:** The likelihood and possible effects of flooding or landslides should be consider both for the campus location and planned evacuation sites and routes.
- **Tsunami Zones:** The location of tsunami inundation zones and evacuation routes should be examined for the campus and evacuation areas.
- **Evacuation Zones:** Evacuation zones and routes should be evaluated for hazards that may result following earthquakes and other disasters. The location of power, gas, water, and sewer lines, as well as hazardous materials sites, bridges, large buildings sprinklers and other hazards should be evaluated.
- **Access and Egress:** Access and egress routes such as walkways and hallways should be identified and kept free of objects and obstacles that can restrict movement (tables, boxes, equipment, carts, desks, chairs, etc.)
- **Utility Shutoffs:** The location of utility shutoffs including water, gas and electrical services should be identified and included on diagrams and site maps. All water heaters on the site should be identified and properly strapped.
- **Electrical Panels:** Areas surrounding electrical panels should be kept clear (Minimum of 3 foot clearance in front of all electrical panels)
- **Janitorial Areas:** Chemicals and tools should be stored in proper, locked and approved closets, rooms, containers and cabinets.
- **Storerooms:** Shelving should be secured to walls or braced. Heavy items stored on lower shelves. Fragile or hazardous item secured.
- **Computers and Peripherals:** All items including CPUs, displays, scanners and printers should be secured or situated so that they do not block walkways or access and egress routes following an earthquake.
- **Large and Heavy Equipment and Machines:** All heavy machines and objects should be secured and located away from access and egress routes
- **Sound System Speakers, Spotlights and Displays:** Items need to be properly secured with earthquake straps or braces. Consideration should be given to areas directly around and below these objects.
- **Compressed Gas Cylinders:** All cylinders should be properly secured at the top and bottom with safety straps or chains. Care should be given to the use, storage and movement of high pressure cylinders.
- **Weight Rooms, Motor Development Room and Equipment:** Weights and equipment should be stored on racks that are secured and/or anchored to the floor or walls. Equipment should be located away from doorways and access and egress points.

CAMPUS ACCESS

- Controlled Access
- Traffic review, parking, fire lanes
- Adequate surfacing, lighting
- Safety Plan
- Required Postings
- Stairs, ramps, walkways
- Gateways and fences

ASSEMBLY ROOMS

- Exits clear, exit & emergency lights
- Floors, seating maintained
- Stage: clean, clear exits, wiring
- Kitchen: clean, safe food storage

SCIENCE ROOMS

- Hazardous material storage
- Adequate ventilation, fume hoods
- Eyewash, gas shut-off
- Safety training
- Safety signs posted, enforced

EMERGENCY PREPAREDNESS

- Fire extinguishers checked monthly
- Fire and Earthquake drills conducted
- First Aid Equipment in place
- Evacuation routes posted
- Health care plans / 504s – In binder for evacuation
- Medications – Access and evacuation
- Emergency card – Access and evacuation
- Staff Training on Emergency Procedures

NONSTRUCTURAL HAZARDS

The furnishings and nonstructural elements of a building cause nonstructural hazards. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly. The following items will be inspected annually in all rooms within the campus:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart
- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

Medical Emergencies

Calmly and carefully, assess the medical emergency. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand and give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties

| |
|---|
| 2. Cardiac arrest |
| 3. Uncontrolled or suspected severe bleeding |
| 4. Severe head injuries |
| 5. Severe medical problems |
| 6. Open chest or abdominal wounds |
| 7. Severe shock |
| Second Priority - YELLOW TAG |
| 1. Burns |
| 2. Major multiple fractures |
| 3. Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG |
| 1. Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK |
| 2. Obviously mortal wounds where death appears reasonably certain |
| 3. Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test to check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess

- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ☐ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Lockdown Materials

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

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

Emergency / Disaster Materials

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

Emergency Evacuation Map