Comprehensive School Safety Plan
SB 187 Compliance Document

2019-2020
School Year

School: Thurgood Marshall K-8 School
CDS Code: 56725380100362
District: Oxnard School District
Address: 2900 Thurgood Marshall Drive
Oxnard, CA 93036
Date of Adoption: February 2020
Date of Review:
- with Staff
  1-31-20
- with Law Enforcement
  1-31-20
- with Fire Authority
  1-31-20

Reviewed by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review online at [www.oxnardsd.org](http://www.oxnardsd.org) or in the Thurgood Marshall K-8 School’s office.

Safety Plan Vision

At Thurgood Marshall School, school safety is a number one priority. We work collaboratively to ensure safety for our school community. As part of our safe practices, we conduct regular emergency drills. Our Safety Committee, School Site Council, Leadership and entire staff commit to work together in partnership to monitor safe conditions.
We believe all stakeholders deserve a physically, emotionally, and mentally safe, secure, and positive learning environment through a caring, supportive staff, engaging curriculum, and training in order to accomplish the goals of high academic achievement and civic responsibilities.
Components of the Comprehensive School Safety Plan (EC 32281)

Thurgood Marshall K-8 School Safety Committee
Sarah Lepe, Principal
Michel Haun, Assistant Principal
Officer Kevin Thompson, Student Resource Officer
Heather Rose, Primary Grade Representative/School Site Council
Carlos Beltran, Upper Grade Representative
Beth Kaser, Middle School Representative
Tricia Tackett, Special Education Representative
Suzanne Johnson, After School Program Representative
Joleen Segura, Classified/School Site Council Representative
Cherrie Calles, Teacher in Charge
Scott Brewer, Emergency Manager for Oxnard

Assessment of School Safety
The Safety Committee reviewed and discussed procedures to be followed by our students in a disaster. The committee meets to review all safety procedures and make any necessary recommendations and changes. The safety committee addressed a concern in regard to the use of emergency exits on campus. It was recommended by the safety committee this year that staff no longer utilize the glass doors on the side of the school for regular use. The doors are to be used as an emergency exit only to minimize the access points on the campus. Regular monthly drills prepare our staff and students to follow emergency routines. The district provided Thurgood Marshall with a large bin where we have placed and organized all of our emergency supplies. Each classroom has an emergency backpack that has supplies for them to be used in case of emergencies. Backpacks and emergency buckets are inventoried every year to ensure that each classroom has the correct materials.

Office referrals and suspension data is reviewed regularly with staff and school community including School Site Council. Information about attendance rates as well as juvenile crime data and property damage are also reviewed. Information from the California Healthy Kids Survey is shared with staff and presented to the PBIS committee in order to make improvements with safety and behavior on campus.

All parents that are on campus must have a visitor pass to identify all persons on campus.

Assessment of School Safety
- Input from SRO and Risk Management
- The SRO conducted a security inspection of the campus with the Principal (at the beginning of the year)
- The SRO is present for whole school evacuation drill.
- Risk Management from DO conducts a safety inspection of the campus each year. A report is submitted and necessary changes are made.
- The Lead custodian and the principal conduct a monthly safety inspection and submit a report to the DO.
- Any safety issues are reported by staff to the administration and the issues are handled by the lead custodian or through work orders to the district office.
- The Safety Committee review and discuss procedures to be followed by staff and students during emergencies.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
The following strategies and programs are consistent with California educational code 32281 and reflect the school’s commitment to safety within the following areas:
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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

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

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

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

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

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code §2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

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

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship. There is unlawful sexual intercourse with a partner older than 21 years

b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child is.

c. The partner is the alleged spouse and over 21 years of age

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

a. The partner is less than 14 years of age

b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

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

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

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

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

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

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

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

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

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

In an Emergency Campus Evacuation:
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

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

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

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

Emergency Announcements will be provided on the following radio stations:

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

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

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

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

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

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

The law has two ramifications for School District employees:

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

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

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

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

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

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

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

FOR DISASTER PLAN PROTOCOLS AND PROCEDURES (SEE APPENDICES).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)
Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student’s presence causes a continuing danger to himself/herself or others. (Education Code 48915)

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

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

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

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

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

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

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

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

GROUNDS FOR SUSPENSION AND EXPULSION
Students may be subject to suspension or expulsion for committing any of the acts listed below:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
   (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.

c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or tobacco products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.

k) Disrupted school activities or otherwise willfully defied the valid authority

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm.
n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
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.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

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

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

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

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

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

AB 9 – Seth’s Law
Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.

- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.

- School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

AB 746 - Cyber bullying.
Existing law, the Interagency School Safety Demonstration Act of 1985, defines bullying as one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils. Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site.

AB 1156 – Bullying In Schools
Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

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

OXNARD SCHOOL DISTRICT BOARD POLICY 5131.2
Bullying
The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

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

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

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

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

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

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

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

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

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Human Resources, shall determine which procedure is appropriate.
Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Gang related apparel is defined as apparel that reasonably can determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1)

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

The purpose of the dress standard shall be to ensure a safe and secure environment in which to offer a quality education. All students at Thurgood Marshall will be held to the Thurgood Marshall dress code policy. Students who violate the dress code policy will be requested to fix inappropriate clothing by changing into appropriate clothing. Students can call parents or guardians to bring appropriate clothing to school and change, to adhere to the school’s dress code policy.

The school dress codes are regularly reviewed by the School Site Council and/or the School Safety Committee following the board education policies.

- All clothing shall be neat, clean, and acceptable appearance and shall be worn within the bounds of decency as appropriate for school.
- Students may not wear clothing or hairstyles that will be disruptive to the educational process.
- Attire that expresses racial, ethnic, sexual, or religious disrespect is not allowed at Thurgood Marshall.
- Displays or promotion of alcohol, tobacco, or drugs are also unacceptable.
- Gang attire: black shorts and long white socks are not allowed.
- Spiked jewelry, safety pins, wallet chains, wheelie shoes and other items that present a safety hazard are prohibited.
- Cell phones must be turned off and in backpack during school hours.
- Oversized clothing is inappropriate and must not create a safety hazard during physical activity. Pants must be worn, so underwear does not show.
- Shirts/blouses/tops and dresses must cover the stomach, the chest, and underwear at all times.
- Strapless, spaghetti straps (less than one inch), and low cut shirts are not allowed.
- Close-toed shoes need to worn by all students every day.
- Hats, caps, hoods, and sun visors may be worn outside for protection from the sun.
- Professional sports team attire is not allowed.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Thurgood Marshall continues to assess our needs in regard to Safe Ingress and Egress. We have added traffic control signs on the major crosswalks in the front of our school. Bushes were removed from the parking area to create better visibility for pick and drop off of students. Our campus supervisors/crossing guards have large stop signs and neon vests in order to improve the safety of our students, parents, and staff while entering and exiting the parking lot on foot.

Our School Resource Officer does yearly Valet Training with 5th Grade students at the beginning of the school year. They are trained in how to safely open doors for students to exit at the curb. The Valet section of the driveway is sectioned off each morning by cones. A Campus Assistant works with the 5th Graders to oversee smooth operations of the Valet system.

We have a closed campus meaning that no adult is allowed to go past the lobby unless they have previously signed in at the main office and received a visitor’s badge. Parents who drop off or pick up their children must wait in the lobby or in front of the school.

Minimum Days: 12:15 pm for TK-5, 12:02 pm for grade 6-7

School Hours
• The regular student day is from 8:30 am to 2:40 pm for students from grades 1-5. The regular school day for kindergarten students is from 8:30 am to 1:47 pm. The regular school day for middle school students in grade 6 is 7:45 am to 2:43 pm (with the exception of attending before or after school intervention classes, the After School Program, or early release days).
• Upon arriving at school, students are to immediately come onto campus by back gates or front doors.
• Students are not allowed to loiter outside campus gates.
• Students not participating in after-school activities are to leave campus immediately by walking or riding the bus.
• There are crossing guards at Thurgood Marshall crosswalk at the back gate and traffic control signs at Patterson and Thurgood Marshall to ensure the safety of students walking to and from school.
• Parents dropping off students at school should be aware that there is no supervision available before 7:45 am for grade 6-7 and 8:00 am for grades TK-5.
• Students enter through the front gate upon arrival, and leave through front doors during dismissal times. Bus riders arrive in the front of the school and exit at the back gate during dismissal.

Closed Campus

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

Leaving Early

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

Tardy/Late Policy

School begins at 8:15 for grades 6-7 and 8:30 for TK-5th grade

• If the student arrives after the bell, the student must check into the office prior to going into the classroom. The student will receive an excused/unexcused tardy slip, then will be directed to go to the classroom.
• A truant tardy will be marked when the student arrives 30 minutes or more after the school’s start time, without a valid excuse.

Excused Absences

• When a student is absent, the Parent or Guardian needs to notify the school through a written note or phone call to the office within 72 hours of the absence.

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

Truancies

The following are considered truancies:

1. Being absent from school without the knowledge and consent of the parent/guardian/school.

2. Leaving the school grounds during the day without permission.

3. Staying out of class without permission.
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

**Component:**
Positive School Climate

**Element:**
School-wide Positive Behavior Support

**Opportunity for Improvement:**
- Work together to develop school wide understanding of Tier 1, Tier 2 and Tier 3 in terms of student behaviors
- Use Office Referrals and Q to document student behaviors.
- Continue Staff Training in CHAMPS.
- Work towards full implementation of CHAMPS school wide.
- Improve student attendance.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
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</thead>
</table>
| Develop and implement a comprehensive Schoolwide Positive Behavior Support Plan | 1. Continue Staff Training in CHAMPS as basis for shared student behavior guidelines.  
2. Staff Training in RtI  
3. Survey on implementation of RtI at Marshall  
4. Positive Student Behavior Committee works towards full implementation of our school wide plan for shared student behavior guidelines.  
5. Develop a school wide positive behavior reward.  
6. Use scheduled data meetings to identify and review students who need extra support.  
7. Use Office Referrals to monitor student behavior, student need, and as a communication tool with staff.  
8. Use of Paw Pad to promote positive relationship building.  
9. CHAMPS Bucks and Kudos referrals for students to get positive reinforcement. | CHAMPS In house tools for referrals and follow up Office support Past practices and guidelines Use of “Safe and Civil Schools” by Randy Sprick Paw Pad | Principal Assistant Principal Outreach Coordinator (ORC) Counselor Teachers                        | Office Reports  
Teacher Reports  
CST Meetings  
Student Behavior Committee  
Leadership Team  
Team Meetings |
| Train Campus Assistants and After School Program (ASP) staff in Schoolwide Positive Support System. | Hold bi-weekly meetings with Campus Assistants  
Refine Playground Duty Assignments  
Integrate CHAMPS into systems and responses  
CHAMPS common areas of school.  
Review how CHAMPS is being used in classrooms. | Discussion and videos which show best practices in yard duty supervision. Ongoing training and monitoring | Principal Assistant Principal Counselor ORC Campus Assistants Teachers ASP Staff | Discussion in meetings; monitoring by Principal |
<table>
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<tbody>
<tr>
<td>Monitor student attendance.</td>
<td>1. Review monthly attendance reports. 2. Promote positive attendance through school wide incentives. 3. Use SARB process to meet with parents and reduce chronic absences</td>
<td>Use ADA reports. Use SARB forms and procedures. Student incentives</td>
<td>Principal Assistant Principal ORC Attendance Clerk</td>
<td>Monthly and yearly attendance reports.</td>
</tr>
<tr>
<td>Communicate student behavior plan and procedures to all stakeholders.</td>
<td>Parent meetings to discuss positive behavior student plan and school behavior expectations. Post School Safety Plan on web. Train staff in duties and procedures for monitoring student behavior.</td>
<td>School Safety Plan School wide behavior expectations CHAMPS guidelines</td>
<td>Principal Assistant Principal Counselor School Resource Officer</td>
<td>Discussion, surveys</td>
</tr>
<tr>
<td>Share results of the California Healthy Kids Survey with staff and parents</td>
<td>1. Make survey results accessible to staff and parents. 2. Discuss trends. 3. Allocate resources to strengthen areas of weakness. 4. Analyze</td>
<td>California Healthy Kids Survey</td>
<td>Principal Counselor</td>
<td>Discussion, surveys Positive Student Behavior Committee review</td>
</tr>
<tr>
<td>Share with staff and parents on topics of juvenile crime, property damage data, internet safety, drug awareness and other topics related to student safety and the law.</td>
<td>Share on topic of community juvenile crime at parent meetings and trainings.</td>
<td>Oxnard local law enforcement data.</td>
<td>School Resource Officer Oxnard Police Department Principal Assistant Principal</td>
<td>Parent surveys on topics for training.</td>
</tr>
</tbody>
</table>

**Component:**
School's Safe Physical Environment

**Element:**
Safe School Environment

**Opportunity for Improvement:**
Follow up on work orders
Increase staff capacity to respond to an emergency
<table>
<thead>
<tr>
<th>Objectives</th>
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<th>Lead Person</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ensure the facility is free from hazards. Ensure that facility is safe</td>
<td>1. Conduct monthly walk through to check for facility conditions.</td>
<td>Checklists, Work orders,</td>
<td>Principal Assistant Principal</td>
<td>Walk through reports Completion of Work Orders</td>
</tr>
<tr>
<td>for occupants and for appropriate use.</td>
<td>2. Conduct walk through in Fall with SRO to check for safety.</td>
<td>Follow up on work orders</td>
<td>Lead Custodian</td>
<td></td>
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<tr>
<td></td>
<td>3. Conduct walk through with Risk Management at beginning of school year.</td>
<td></td>
<td>Office Manager</td>
<td></td>
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<td></td>
<td>4. Submit and monitor facility work orders.</td>
<td></td>
<td>Principal Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Follow up on progress of work orders.</td>
<td></td>
<td>Principal Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Include stakeholders in development of School Safety Plan</td>
<td>Develop and present plan with Safety Committee Report to School Site Council and receive their input and approval. Receive approval from Safety Committee Share with Leadership for input and discussion. Share plan with other advisory and parent groups such as ELAC and PTA</td>
<td>Summary of plan Description of actions and procedures in an emergency</td>
<td>Principal Assistant Principal</td>
<td>Input from Discussions Input from Safety Committee Approval from School Site Council</td>
</tr>
<tr>
<td>Share plan monitoring with stakeholders</td>
<td>Share with Safety Committee and Leadership. Share with Staff and parent groups. Monitor and adjust plan, following suggestions of stakeholders.</td>
<td>School Safety Plan</td>
<td>Principal Assistant Principal</td>
<td>Surveys Agendas</td>
</tr>
<tr>
<td>Objectives</td>
<td>Action Steps</td>
<td>Resources</td>
<td>Lead Person</td>
<td>Evaluation</td>
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<tr>
<td>Share approved Safety Plan with all stakeholders</td>
<td>School website Digital copies to all staff Student behavior (discipline) guidelines disseminated to all staff. Share plan with all Staff through meetings and informational handouts. Specific disaster preparedness information to all staff in printed form. Share approved School Safety Plan with advisory and parent groups such as ELAC and PTA.</td>
<td>School Safety Plan School Resource Officer</td>
<td>Principal Assistant Principal</td>
<td>Informal and formal Surveys Agendas Review by Positive Student Behavior Committee Review and Monitoring by Safety Committee Review by Leadership Review by School Site Council</td>
</tr>
<tr>
<td>Build staff capacity to respond to an emergency</td>
<td>Train staff in procedures and roles. Debrief after drills. Use information from debriefing to improve our response capacity. Maintain NCPI trained staff to respond to student behavior emergencies.</td>
<td>School Safety Plan NCPI Training</td>
<td>Principal Assistant Principal Identified Support Staff Counselor School Resource Officer</td>
<td>Debrief after emergency drills. Use debriefing data to improve response.</td>
</tr>
<tr>
<td>Ensure emergency operations plan is easily implemented</td>
<td>1. Hold monthly disaster drills(fire) or earthquake drills. 2. Lockdown drill once a year 3. Disaster drill once a year 2. Train staff and teachers on their responsibilities and stations during a disaster.</td>
<td>Safety Plan Tree Duty descriptions for each assignment raining for Emergency Procedure</td>
<td>Principal Assistant Principal Safety Committee School Resource Officer</td>
<td>Staff Debriefing Staff and Safety Committee evaluation Leadership</td>
</tr>
</tbody>
</table>

**Component:**
Disaster Preparedness

**Element:**
School Safety

**Opportunity for Improvement:**
Continuous training
Increase practice of emergency preparedness routines
<table>
<thead>
<tr>
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<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Staff and students will know how to respond in case of an emergency.     | 1. Keep Staff aware of procedures with reminders.  
2. SRO Kevin Thompson to train Staff in Lockdown procedures. SRO is available on call for support.  
3. Conduct monthly drills.  
4. Promote awareness of correct emergency responses through staff training.  
5. Review key procedures to protect access. | Safe School Plan  
OSD Board Policy  
Ed Code | Principal  
Assistant Principal  
SRO  
Office Manager | Safe School Committee  
School Site Council  
Leadership Committee  
Principal  
School Resource Officer |
| Communicate Safety Plans to community.                                   | 1. Disseminate safe school plan to all stakeholders via parent meetings.  
2. Review Safety at parent meetings | Safe School Plan  
Other Community Resources from School Resource Officer, Fire Department, OSD Pupil Services | Principal  
Assistant Principal | Agendas of Parent Meetings  
Front Office  
Principal |
| Increase school wide understanding of Emergency Response                  | 1. Fire Department training on emergency preparedness.  
2. Assess physical needs of classrooms related to Lockdown procedures  
3. Fire Department to do a home safety preparedness training for parents.  
4. Monthly emergency drills. | Local Fire Department Checklists for window coverings  
Key and access procedures | Principal  
Assistant Principal | Safe School Committee  
Principal  
Head Custodian |
### Implement and monitor Emergency Procedures

1. Parent meetings to discuss school safety plan
2. Post School Safety Plan on web
3. Train staff in duties and procedures
4. Create folders for emergency response positions
5. Include Emergency procedures with exits in SUB plans.
6. Post Emergency exit routes near doors.
7. Utilize magnetic door lock devices.

### Safe School Plan

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<table>
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<th>Principal Assistant Principal</th>
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### Safety Committee Staff Debriefing after Drills

- School Site Council Leadership Committee

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

#### Thurgood Marshall K-8 School Student Conduct Code

**Purpose**

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

**Goals**

We are working towards full implementation of CHAMPS as a basis for positive student behavior support.

Staff are being trained.

Refreshers on training will be offered.

Support staff have been trained, or will be trained.

All Staff will have common language of CHAMPS to support positive student behavior.

Students will understand CHAMPS guidelines that will be consistent.

Students will be given ongoing training on CHAMPS.

Our goal is to develop a plan that is easy for students and staff to follow, one that can be communicated to all stakeholders.

At this time Leadership Team, Positive Behavior Support Committee and others are working towards implementation of CHAMPS.

Staff training in RtI and how this applies to student behavior is ongoing.

**Guidelines for Success**

Bulldogs are...

PAWSitive
Achieving

Wise

Safe

Beliefs

We believe our rules and procedures will:

- Provide common language and understanding school wide
- Provide a starting point for behavior and conduct expected
- Provide a framework of expectations, rewards, and consequences so we can be consistent and fair with all students
- Promote overall school safety and security for each student
- Demonstrate our agreement and commitment to developing personal responsibility
- Provide a framework which will result in positive student behavior.

Philosophy

When systems are in place, such as those found in CHAMPS, student behavior will improve. When expectations are shared and understood, positive student behavior receives strong support. When positive student behavior is expected from all, students will respond more positively and shared guidelines will have a higher chance of being followed by all.

A student’s education is dependent upon a “team” effort involving the student, parents, and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for each and every student. All Staff Members contribute to the good of all students.

Expectations of Students:

Attend school regularly and be on time for each class.

Know and obey school rules and regulations.

Be courteous and respectful to school personnel, fellow students, and the public in general.

Be responsible digital citizens.

Behave in such a way that does not disrupt the learning of others.

Respect public and private property.

Expectations for Parents:

Assure that your child is in school and on time each day.

Assure that your child is appropriately prepared for school (dress, nutrition, and sleep).

Be responsible for the pupil’s behavior.

Be responsible for pupils use of technology.

Teach the pupil respect for the law and the rights of others.

Visit your school periodically and participate in conferences as requested.
Know the district, school, and classroom rules and regulations and be supportive of your school.

Help your child to develop personal responsibility.

Expectation for Teachers:

Provide differentiated learning experiences appropriate for each student.

Following RtI guidelines, consistently maintain classroom rules, Internet safety, and district rules and policies.

Implement CHAMPS within the classroom and common areas.

Communicate on a regular basis with parents concerning their child’s progress.

Be available to parents to conference as needed.

Continually improve professional competencies in positive behavior support.

Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators:

Inform students and parents about student behavior plan - CHAMPS.

Involve all stakeholders in CHAMPS.

Encourage and support students by promoting positive student staff interactions throughout the school day.

Consistently monitor classroom, school, and district rules and policies.

Counsel with students and parents regarding disciplinary issues.

Provide student consequences aligned to social justice philosophy.

Provide professional development in management of student behaviors.

Provide leadership that will establish, encourage school wide implementation of CHAMPS.

Monitor effectiveness of school wide student behavior plan.

General School Rules:

Attend school regularly.

Be on time.

Be prepared for class.

Treat others with respect, care, and consideration.

Follow rules inside and outside the classroom.

Conserve and protect school and private property.

Use appropriate language.

Follow district dress standards.
Use class time wisely.

Work quietly without disturbing others.

Respect the rights of others.

Complete all assignments on time.

Walk on black, run on green.

Summary:

Students will come to school ready to learn.

Rewards and incentives will be given regularly to students who demonstrate positive behavior.

A supportive, nurturing climate is fostered.

Additional consequences and supports are given to students who do not follow school rules.

CHAMPS implementation will clarify school-wide expectations.

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

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

Students may be disciplined for the following reasons:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
   (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.

c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or tobacco products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.

k) Disrupted school activities or otherwise willfully defied the valid authority

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm.

n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
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.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures and Policies

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

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

At beginning of school year, the Safe School Plan is reviewed with staff and safety committee. Periodically, training and monitoring of the plan are scheduled. Safe School Plan is reviewed by School Site Council and Leadership Committee. Safe School Committee and School Site Council approve the Safe School Plan by February. Ongoing communication to all stakeholders keeps procedures and action steps responsive to school needs.

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders at meetings. The plan is reviewed in December-January and also approved by the SSC. Changes and additions to the Safe School Plan can be made throughout the school year. If there is a need to update, or change information, based on recommendations and approval of Safety Committee or School Site Council, revisions and updates can be integrated into the plan.
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

PRIMARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

<table>
<thead>
<tr>
<th>Organization</th>
<th>The Church of Jesus Christ of Latter-Day Saints</th>
</tr>
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<tbody>
<tr>
<td>Address</td>
<td>3301 West Gonzales Road</td>
</tr>
<tr>
<td>Phone Number</td>
<td>805-278-0123</td>
</tr>
<tr>
<td>Date of Agreement</td>
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</tbody>
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SECONDARY OFF-SITE EVACUATION/ASSEMBLY LOCATION

<table>
<thead>
<tr>
<th>Organization</th>
<th>River Ridge Golf Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2401 W. Vineyard Avenue</td>
</tr>
<tr>
<td>Phone Number</td>
<td>805-983-4653</td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
</tbody>
</table>
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
Comprehensive School Safety Plan

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3/3/20
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, a activate search team and activates the incident command system.
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 roll, complete Disaster Report, and report missing students to the office.

FIRE IN SURROUNDING AREA
1. Sound the school alarm and evacuate building.
2. Notify the office.
3. Assemble at the pre-designated area (refer to evacuation map).
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and ancillary rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so by using the fire extinguisher.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Teachers should take roll, complete Disaster Report, and report of missing students to the incident commander. No one should leave the area until instructed to do so.
10. In the event of a fire near the school, the principal shall determine what action is appropriate.

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

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

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

MOTOR VEHICLE CRASH
1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office
4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary, evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

PSYCHOLOGICAL TRAUMA
Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies may result in the following conditions:
Temporary disruption of regular school functions and routines
Significant interference with the ability of students and staff to focus on learning
Physical and/or psychological injury to students and staff
Concentrated attention from the community and news media
As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff. Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

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

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

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

UNLAWFUL DEMONSTRATION OR WALKOUT
School administrators will be proactive in working with student groups to best plan and organize opportunities for lawful expression of free speech. While students maintain their First Amendment rights (freedom of speech and peaceable assembly) while on school grounds, students also may not pose a disruption to the school environment while on school grounds. When students wish to express their First Amendment rights, school administrators will work with student leaders to provide opportunities for students to assemble and to express their opinions peacefully on school grounds. Working with students to create an organized plan of assembly or an alternative to a walkout will allow school staff to maintain order and supervision of the students and consequently better ensure their safety.
Procedure
In cases where there is an unlawful assembly (an assembly with intention of disrupting the school environment), school administrators will take the following actions:
Make multiple attempts to redirect students away from the disruption and into a calm and safe environment.

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

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

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

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

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

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

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

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

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

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

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

Triage Guidelines

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

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

<table>
<thead>
<tr>
<th>TRIAGE Priorities</th>
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<tr>
<td><strong>Highest Priority - RED TAG</strong></td>
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<tr>
<td>1. Airway and breathing difficulties</td>
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</table>
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

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

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

**Initial contact**

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

**Assess respiration (normal, rapid, absent)**

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

**Assess perfusion (pulse, bleeding)**

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

**Assess Mental Status (commands, movement)**

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

**Lockdown Materials**
All classrooms are equipped with the following items for health and welfare use in the event of a lockdown:
- Toilet Seat
- 5 Gal Bucket
- Toilet Paper – 500 Sheets
- Wet Wipes Towelettes 100 pk
- Infectious Waste Bags 10 gal ea
- Utility Tape 10 yard
- Blue Poly Tarp 8’ x 10’
- Nitrile Gloves – Large pair
- Cat Litter 4.5 lb

**Emergency / Disaster Materials**
- Water: Aqua Box, 8.45 oz
- First Aid Kit:
  - Ice Packs
  - Adhesive Bandages ¾” x 3”
  - Ex-Large Bandages
  - Gauze Pads, 3” x 3” Sterile
  - Gauze Roll, 2” x 5 yd
  - Adhesive Tape ½” x 2.5 yd
- Lighting/Safety/Tools
- Flashlight w/Batteries
- Lightsticks, 12 hour
- Lumber Marking Crayon
- Safety Vest
- Leather Palmed Glove
- Whistle
- Duct Tape
- Dust Mask
Emergency Evacuation Map
Comprehensive School Safety Plan
SB 187 Compliance Document

2019-2020
School Year

School: Thurgood Marshall K-8 School
CDS Code: 56725380100362
District: Oxnard School District
Address: 2900 Thurgood Marshall Drive
Oxnard, CA 93036
Date of Adoption: February 2020
Date of Review: -with Staff

- with Law Enforcement
- with Fire Authority

Reviewed by:

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Sarah Lepe</td>
<td>Principal</td>
<td>[Signature]</td>
<td>1/22/20</td>
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<tr>
<td>Michel Haun</td>
<td>Assistant Principal</td>
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<td>Officer Kevin Thompson</td>
<td>Oxnard PD SRO</td>
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<tr>
<td>Joleen Segura</td>
<td>Classified Representative</td>
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<td>Matt De Santiago</td>
<td>Lead Custodian</td>
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<tr>
<td>Suzanne Johnson</td>
<td>After School Program Liaison</td>
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<tr>
<td>Heather Rose</td>
<td>Primary Representative</td>
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<tr>
<td>Cherrie Calles</td>
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<tr>
<td>Carlos Beltran</td>
<td>Upper Grade Representative</td>
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<tr>
<td>Beth Kaser</td>
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<tr>
<td>Tricia Tackett</td>
<td>Special Education Representative</td>
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<td>1-23-20</td>
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<tr>
<td>Scott Brewer</td>
<td>Fire Department Representative-Emergency Services Manager</td>
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<td>2-5-20</td>
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