

Comprehensive School Safety Plan

**2021/2022
School Year**

School: Barstow STEM Academy
CDS Code: 36 67611 0129452
District: Barstow Unified School District
Address: 310 Mountain View
Barstow, CA 92311
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Approved by:

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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 AB 115. 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 of the Comprehensive School Safety Plan is available for review at Barstow STEM Academy, 310 Mountain View, Barstow, CA 92311.

Safety Plan Vision

The vision of the safety plan is to provide meaningful goals in order to improve the campus climate and ensure the safety of students and staff during moments of emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Barstow STEM Academy Safety Committee

Vladimira Chavez, Principal
Christy Nguyen, Teacher, Safety Committee
Justin Malan, Teacher, Safety Committee
Charles Wharmby, Teacher, School Site Council
Gene Theriot, Counselor, School Site Council
Bryan Gibford, Teacher, School Site Council
Donna Gregg, Teacher, School Site Council
Stephanie Verdugo, Administrative Assistant, School Site Council

Assessment of School Safety

Assessment of Behavior and Crime:

Positive Environment Assessment: Barstow STEM Academy traditionally maintains a low suspension rate. The school's implementation of School-Wide Positive Intervention and Supports has created a sense of community that fosters pride, feelings of teamwork, and basic ethics. Students are taught consistently the expectations that they be responsible, respectful, and safe. PBIS lessons center on coping skills, kindness, honesty, cooperation, self-reliance, and compassion. STEM will continue to implement SWPBIS and strive to increase the availability of Tier II and Tier III interventions. During distance learning to date (closures since March 16, 2020), all negative behaviors have been addressed exclusively via increased communication with families and targeted interventions.

Assessment of implementation and Emergency Plan and Preparedness:

Barstow STEM Academy has always strived to ensure the school is prepared for an emergency. The school has concentrated on ensuring the entire staff and all students are trained to react to multiple situations. Barstow STEM Academy will continue to develop and train staff on their roles and procedures as part of an emergency response team. Some of this preparation has been on hold during distance learning. It will resume once students and staff return to campus following the COVID-19-related closures.

Assessment of implementation of Anti-Bullying Policy and Procedures:

Barstow STEM Academy maintains a school environment where students feel safe and connected to the school. When a report regarding bullying is received, it is investigated immediately. The school strives to ensure students are taught strategies that help them to report times they feel threatened or harassed. Even during distance learning, STEM's counselor teaches grade-level appropriate lessons related to bullying to all students. In addition, the district has recently updated its Bullying Prevention and Intervention Policy. STEM staff has been introduced to the new policy and will utilize accompanying district forms in the event any bullying is reported. We will also continue to educate parents and link to related information on our school's website.

This Comprehensive School Safety Plan is reviewed and updated as needed, at least annually. Stakeholders work together to ensure adequate input. The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions.

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

PBIS, restorative practices, other means of correction, progressive consequences, strong parent communication, SRO collaboration as appropriate, fire drills, earthquake drills, A.L.I.C.E. drills, shelter in place drills, safety committee team meetings, site safety walks, PBIS lessons, counselor guidance lessons, social-emotional lessons, and site-specific behavior expectation lessons, all help Barstow STEM Academy provide and maintain a high level of safety. This is particularly the case when students are on campus. In addition, this year, all STEM teachers have been exposed to Conscience Discipline as a framework. Conscience Discipline is an evidence-based, trauma-informed approach to behavior that provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. In the future, there are plans to integrate this framework into social-emotional lessons site-wide.

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

A. Definition of Child Abuse: Child abuse means a physical injury that is inflicted upon a child by another person, and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting

laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse is:

- a. Injury inflicted by another person.
- b. Sexual Abuse.
- c. Neglect of child's physical, health, and emotional needs.
- d. Unusual and willful cruelty; unjustifiable punishment.
- e. Unlawful corporal punishment.

2. Child Abuse is not considered:

- a. Mutual altercation between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report. The telephone call must be made immediately or as soon as practicably possible by telephone, within 24 hours, AND A written report must be sent within 36 hours of the telephone call to the child protective agency.

C. 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 administrator to determine if specific provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.

2. 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 and adopted children. (Family Code§ 2200).

3. 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.

4. 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 or if the partner is the alleged spouse and over 14 years of age.

5. 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 are lewd and lascivious acts committed by a partner more than 10 years older than the child. c. The partner is the alleged spouse and over 21 years of age.

6. 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.

7. 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.

8. Not Reportable Sexual Activity:

- a. Child is 14 years or younger, and the 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 Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. Child Abuse Reporting Number: 1-800-827-8724

F. Staff Training:

According to BUSD BP 5141.4 Child Abuse and Neglect (Reporting Procedures) Appendix A, staff training will include but not limited to:

1. New Personnel to the district will receive Child Abuse Identification and Reporting Procedure training as a routine part of their new teacher orientation held in August of each school year and receive a handbook with an outline of the procedure.
2. All personnel will review the Child Abuse Reporting Procedure annually at the annual orientation each September at the beginning of the new school year.

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

Disaster Plan (See Appendix C-F)

Routine and Emergency Disaster Procedures:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. BUSD administrators develop and maintain emergency response teams according to these procedures and drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size, but the District Office must approve all modifications. Uniformity to response is of utmost importance. Staff is updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into three major areas:

How to and When to Lockdown (and potentially Evacuate when safe): Campus Disorder

Firearm/ Shooting

Hostage/ Barricaded Subject Threatening Intruder

How to and When to Shelter in Place: Air Pollution

Biological/ Chemical Threat Chemical Spills

Severe Weather Stinging Insects

How to and When to Drop, Cover, and Hold (and potentially Evacuate when safe): Aircraft Accident

Bomb Threat Earthquake Flood

Fire/ Explosion

The introductory page at the beginning of each section of BUSD's Emergency Disaster Emergency Plan provides specific instructions and directives to the Emergency Manager and Teacher. These responses are practiced and drilled on a regular basis to ensure a quick and efficient response in the event of an emergency. Dates for drills are set at the beginning of each school year. Verification of drills is submitted to the District Office subsequent to each drill. The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System, the district can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and the federal government.

EMERGENCY DRILLS:

In accordance with state law:

Drills will be initiated by the announcement, uniform bell, or air horn signals. Fire drills will be conducted on a monthly basis.

"Drop, Cover, and Hold" drills will be held each quarter.

A District-wide earthquake drill will be held at least once during each school year. Lockdown drills (A.L.I.C.E.) will be conducted quarterly.

The District has designed this plan based on CERT (Community Emergency Response Team) plans and procedures. All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

EVACUATION ROUTES:

The Superintendent, Principal, or Designee is responsible for establishing and maintaining a safe evacuation route from all District and school buildings. Evacuation routes will be reviewed on an annual basis, and updates will be made if necessary. Evacuation routes will be posted in all District buildings, classrooms, multi-purpose rooms, libraries, and school offices. STEM has updated the evacuation map and distributed it to all staff.

PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card, which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the Superintendent's direction) will decide to release students. When students are released, certain portions of the Emergency Response Plan may be implemented. If students' evacuation is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each

school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for students' safe release to their parents or other responsible adults.

COMMUNICATION:

During an emergency, each site will report the condition of the site, i.e., injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's Direct-Connect notification system, if available. If the telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runner will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites will be established with the use of two-way radios.

Emergency Response Plan: ASSUMPTIONS AND PURPOSE:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff, and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Binders have been provided to assist staff members in the development and preparation stages.

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

Level One Emergency

A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder

Level Two Emergency

A moderate to severe emergency, somewhat beyond the school district response capability, may require mutual aid assistance from the fire department, police department, etc.

Example: fire, an intruder on campus, bomb threat.

Level Three Emergency

A major disaster that requires mutual aid assistance, recovery time is extensive, and response time may be delayed or impaired.

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

Initiated by the Superintendent, principal, or designee;

Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;

Reviewed annually for modifications.

HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the principal or designee's direction. In addition to the structural inspection, each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

STAFF TRAINING:

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

On an annual basis:

Time is allocated to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage. Certifications will be kept up-to-date. The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

MULTI-HAZARD REFERENCE GUIDE:

The Multi-Hazard Reference Guide is provided in this section. It is ALSO POSTED IN EACH DISTRICT OFFICE, SCHOOL OFFICE, CLASSROOM, teaching facility, and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Barstow Unified School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule. Definitions: Incidents, Emergencies, Disasters

Incident: An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to persons and property's safety and may lead to or create conditions of disaster.

Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency." Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared, and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene, along with strategy, tactics, and resource management decisions.

Emergency: The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. The emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc. Emergency also defines a conditional state, such as a proclamation of "Local Emergency." The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- a. State of War Emergency
- b. State of Emergency
- c. State of Local Emergency

Disaster: A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials release. Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities, and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved, including multiple layers of government. There is usually an extraordinary threat to life and property, affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks), and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview:

Major Earthquake Threat Summary:

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in high seismic activity regions, damaging earthquakes are expected, if not predictable, events. Every occupant and developer in Alameda County assumes seismic risk because the County is within an area of high seismic activity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to persons' life and safety.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

The area(s) affected the extent of coordination or assistance needed and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents: Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to a moderate incident in which local resources are adequate and available; this emergency response level occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to a severe emergency in which resources are not adequate, and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Barstow Unified School District to respond. The affected cities and the County of San Bernardino will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed, and extensive State and Federal resources are required. The cities and the County of San Bernardino will proclaim a local emergency. Then, the State of California will declare the State of Emergency. The State requests a Presidential Declaration of an Emergency or Major Disaster. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare the State of Emergency, the district board can declare the same.

Emergency Phases:

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce the loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase:

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reduce the potential damage to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require the education of parents, students, and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase:

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel is acquainted with these SOPs and checklists and periodically are trained in inactivation and execution.

Response Phase: Pre-Impact:

Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact:

Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained:

As the emergency continues, assistance is provided to victims of the disaster, and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements change to meet the needs of the incident.

Recovery Phase:

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

LOCKDOWN PROCEDURES:

A Lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus, and it must be taken seriously. In the case of lockdown as a result of an active shooter or intruder specifically, BUSD utilizes A.L.I.C.E. procedures (Alert, Lockdown, Inform, Counter, Evacuate).

ALERT:

Principal or Designee will carry out all or some of the following:

1. Alert teachers and/or staff to initiate A.L.I.C.E. (codeword may be used) and provide information on what and where the threat is. Teachers and staff may receive and provide the information needed to support and make decisions.
2. Activate Site Incident Command Post, which will:
 - a. Provide as much real-time information to staff and students as possible: who, what, where, etc.
 - b. Contact emergency personnel on and off-site, as needed.
 - c. Contact District Office.
 - d. Secure building entrances, ensuring that no authorized individuals leave or enter the school.
 - e. Initiate portions or all of the Incident Command Team to assist in the event.
3. Remind staff to be prepared to evacuate to a safer location.
4. Stay in control of all site activities until emergency personnel arrives.

LOCKDOWN:

Principal or Designee will carry out all or some of the following:

1. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
2. If the emergency is away from campus, the principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
3. Prohibit outdoor activities.
4. Be prepared to evacuate to a safer location.
5. Stay in control of all site activities until emergency personnel arrives.

Teachers and staff will carry out all or some of the following:

1. If outside, move students into a classroom or designated safe interior buildings.
2. Close all windows, lock all doors, and turn off lights.
3. If a lockdown is modified (principal will advise), teachers may continue with their normal schedule inside the classroom and interior of a building.

4. If a lockdown is not modified, students are to spread out and sit in small groups away from doors and windows.
5. Look for alternate escape routes (another door/ window).
6. Barricade the doors
7. REFUSE to open the door to anyone or to follow a fire alarm. REFUSE to release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. Dial 911 when safe
9. When able to report any missing or extra students.
10. When able to check the status of "buddy."
11. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises your students.

INFORM:

Principal or Designee will carry out all or some of the following:

1. Continue to pass on REAL-TIME information: Who, What, Where, How
2. Communicate in any manner as you are able

Teachers and staff will carry out all or some of the following:

1. Dial 911 when safe.
2. Report any missing or extra students.
3. Check the status of "buddy" when safe.
4. Some teachers may be assigned additional duties on the various response teams; they do not report to the Incident Command Post until another adult supervises students.

COUNTER: (BE PREPARED): This is a last-resort step that is to be used to distract or impede the accuracy of a shooter. It is hoped that evacuation will precede any need for a counter. The counter does not mean fighting.

Principal, Designee, Teacher, or Staff, in this case, will carry out all or some of the following:

1. Make noise
2. Move quickly around the room
3. Throw things
4. Create Distractions
5. Swarm
6. Distance

EVACUATE:

The intention is always to GET OUT: if you can safely evacuate to the relocation/rally point safely, do so. Do not remain on campus if you can safely leave. YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!!

After Emergency:

1. At the District Office's direction, the principal or designee will deactivate the Lockdown event by announcing "All Clear." Teachers will not release students until "All Clear" is heard.
2. Students may return to a regular schedule.
3. If student release is necessary, follow the release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to the After Action Report, which the principal or designee will provide.

Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

SHELTER IN PLACE PROCEDURES:

The Shelter In Place system is generally activated when staff and students' safety (outdoors) is compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outages, or air pollution.

Upon notification, the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Principal or Designee which will:
3. Contact emergency personnel as needed.
4. Contact District Office
5. Address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
6. Consider evacuating students to the nearest safe location.
7. Control all site activities until further help arrives.

Teachers will do some or all of the following depending on the event:

1. If outside, move students to classrooms or nearest safe area.
2. If inside instruct students:
 - a. To sit at their desks;
 - b. Not to get up and move about the room;
 - c. To turn off cell phones and pagers and not use a telephone, intercom system, or e-mail (students only – teachers are directed TO use, as necessary).
3. Close down air handling systems and circulating fans.
4. Close window coverings and doors.
5. Use thermal blankets and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
6. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
7. Do not evacuate if a fire alarm is heard.
8. When able to report any missing, injured, or extra students.
9. When able to check on the status of buddy teachers.
10. Some teachers may be assigned additional duties on the various response teams; they do not report to the Incident Command Post until another adult supervises students.

After Emergency:

1. At the District Office's direction, the principal or designee will deactivate Shelter in Place by announcing "All Clear."
2. Students may return to the regular schedule.
3. If student release is necessary, follow the release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to the After Action Report that the Principal or Designee will provide.

EVACUATION PROCEDURES:

Evacuating from a classroom, building, or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to "drop, cover, and hold." Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. The principal gives signals and/or directions to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

Principal or Designee will immediately:

1. If necessary, confirm the incident.
2. Call emergency personnel as needed.
3. If necessary, activate portions or all of the Site Incident Command Post, which will:
 - a. Call or confirm the call to the Police or 911
 - b. Contact District Office
 - c. Assemble teams according to the event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine the safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have been reported to the assembly area, collect missing and injured student information from teachers.

Upon the first indication of disturbance, Teachers / Staff will:

1. If outside, "drop, cover, and hold," if necessary.

2. When safe, evacuate students to the nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside a classroom or building, check first for the safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close the door after students have cleared out; do not lock the door.
5. When evacuating, it may be necessary to leave an injured or missing student behind.
6. When evacuating, if able, check the status of “buddy.”
7. In all instances of evacuation, be ready to report any missing, injured, or extra students.
8. Some teachers and staff may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

DROP, COVER & HOLD AND PROCEDURES:

This exercise is most widely practiced in the event of a natural disaster such as an earthquake, and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening students' safety, this exercise is most effective. Teachers are encouraged to practice this drill, often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for the safest route; if doubtful, stay put!

If you are in a hallway or corridor and no cover is available:

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows, or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able, HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for the safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!

In all instances: Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put.

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to the nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; they do not report to the Incident Command Post until another adult supervises students.

Public Agency Use of School Buildings for Emergency Shelters

USE OF SCHOOL FACILITIES - Civic Center Use (See the section of District Board Policy)

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes (for this section, this applies):

During disasters or other emergencies, mass care and welfare shelters affect public health and welfare (Education Code 40041.5). This allows such groups as the Red Cross to use facilities for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Other Means of Correction (Education Code 48900.5):

Suspension, including supervised suspension (commonly known as In-School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct. Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d), or (e), or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons. A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to any of the following: a. While on school grounds, b. While going to or coming from school, c. During the lunch period, whether on or off the campus, d. During, or en route to and from, a school-sponsored activity.

Grounds for suspension which fall under Education Code 48900:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor cigarettes or other vapor devices, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products (nicotine).
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing.
- r. Engaged in an act of bullying. For the purposes of this subdivision the following terms have the following meanings:
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2. "Electronic Act" means the transmission of a communication, including, but not limited to a message, text, sound or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communications device, computer, or pager.
3. "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section, unless that act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period whether on or off the campus
 4. During or while going to or coming from a school sponsored activity
- t. Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense,
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil,
- c. Unlawful possession of any controlled substance, as defined under Ed. Code,
- d. Robbery or extortion,
- e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion: The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession,
- b. Brandishing a knife at another person,
- c. Unlawfully selling a controlled substance as defined by Education Code,
- d. Committing or attempting to commit a sexual assault as defined in the Education Code.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. 48900.4.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. 48900.7.

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

Staff Notification of Dangerous Students:

A. Notification Procedures:

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. At Barstow STEM Academy, the following procedures are utilized:

- (1) Student discipline records are kept separate from cumulative files. At the start of the school year, teachers are invited to review any discipline files for students assigned to their classroom. Records are kept securely in the office.
- (2) Anytime during the school year, teachers will have access to the discipline records of the students assigned to them. They must request to review them. After review, the teacher must return the records to the Administrative Assistant.

(3) In the case of a student transferring in during the school year, when records from the previous school are received, the Administrative Secretary will notify the teacher through email if there are discipline records that they may wish to review. If the teacher wishes to review the discipline records, the same process as above will be followed.

B. Staff Training:

Personnel receive Student Discipline training as a routine part of their new school year orientation held in August of each school year and also receive a handbook with an outline of the procedures. CA Codes (edc:48900-48926)

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

Sexual Harassment Policy:

A. Definition: "Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met: 1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education; 2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education; 3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education; 4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: AR 4119.11 Sexual Harassment (Personnel); BP 5145.7 Sexual Harassment (Students); BP 1312.1 Community Relations: Complaints Concerning Schools and Employees; and AR 1312.1 Community Relations: Complaints Against Employees (See Appendix C) contains the following:

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training:

1. Personnel new to the district will receive training on the Sexual Harassment Policies as a routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure (or upon their hire).

2. All personnel will review the Sexual Harassment Policies annually at the first staff meeting each August at the beginning of the new school year (or upon their hire).

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

Barstow Unified School District Elementary Dress Code:

Clothing:

1. Clothing must be neat and clean. Clothing must be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard. Pant size must be appropriate. If the student removes the belt, pants must not fall more than two inches below the hipbone.
2. Clothing or accessories that suggest obscene gestures, pictures, wording (in any language), and/or are drug, tobacco, alcohol, or occult related are not permitted. Clothing or accessories that promote weapons or violence are not permitted.
3. BUSD school apparel such as T-shirts, sweatshirts, jackets and caps are permitted. Students are not to wear clothing designating membership in private clubs or representing gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
4. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), shirts, spaghetti straps, and blouses which expose sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at school or during school sponsored events/activities. Tank top straps must be at least one inch wide. Outer clothing will properly cover all underwear. No garment may be worn that is cut-off, ragged or torn. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.

Footwear:

5. Safe footwear must be worn at all times. All shoes in elementary grades (K-6) must have backs or back straps. Socks must be worn with open toed-shoes. No "heelies" (shoes with wheels underneath) are allowed. Heel height for shoes in the elementary grades shall be no higher than 1 inch. No slippers or house shoes are allowed.

Headwear:

6. Hats or caps are to be worn in an acceptable manner. Hats or caps may not be adorned in any way. Hats or caps may not be worn in the classroom or inside school buildings. Hoods (hoodies) that are attached to shirts/sweatshirts/jackets may not be worn in the classroom or inside school buildings. All other hats, caps, "dew rags," bandanas, or any kind of headscarf are not permitted.

Accessories:

7. Any apparel, jewelry, accessory, notebook, hair net, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes membership in or relationship to a group/gang (as identified by Barstow Police Department) which advocates or promotes drug use, disruptive behavior, violence or may be a potential safety hazard is not permitted. Accessories include but are not limited to: jewelry, personal items such as back packs, fanny packs, purses, book bags, gym bags, water bottles, lunch boxes, etc.
8. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for the student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.
9. Body rings/piercings, tongue studs, bracelets, large rings, dangling earrings, belt/wallet chains, studded chokers, belts or lanyards hanging from clothing or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted in the elementary grades. Stud earrings and hoop earrings no more than ½ inch in diameter are allowed to be worn in the ears. Jewelry that does not meet dress code requirements will be removed at the direction of the principal or designee.
10. Make-up, perfume, cologne, and false fingernails are not permitted in the elementary grades.
11. Tattoos are to be covered at the elementary grades.
12. Gloves may be worn during inclement weather only.

Hairstyles:

13. Hairstyles that are deemed a safety hazard or are disruptive to the educational process are not permitted. Extreme haircuts ("Mohawks" over one inch in height) or unnatural hair color are not permitted. Hairstyles that may fall and cover a student's eyes while in class or during school sponsored activities are not permitted.

Additional Information:

14. Meeting the requirements of Administrative Regulation 5132 (student dress) does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.

15. Anything not specifically covered in the above rules and regulations that is disruptive to the educational process or considered to pose a safety hazard will be at the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.

16. The state of California and the Barstow Unified School District Board of Trustees is also concerned about health issues related to safety. They include protection from sun damage to students. When out of doors, in sunny areas, students are encouraged to wear clothing including unadorned hats, caps, and sunglasses designed to protect students from sun damage. Sun screen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5)

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

A. Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

1. Schools must include plans for: Identifying the population of people with disabilities; Determining proper signage and equipment; Training staff to assist individuals with disabilities; Coordinating with emergency response personnel.

2. Planning: It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Barstow Unified School District (and Barstow STEM Academy) has such plans in place.

B. On-Campus Evacuation/Assembly Location:

Each school in the Barstow Unified School District has evaluated their campus and created an emergency evacuation map for fire, earthquake and other emergencies. The School Site has identified the assemble location that will be utilized during emergencies. In the event the emergency requires the students and staff be relocated, the school and District know the identities of the evacuation locations. As the Comprehensive Safe School Plan is a public document, Barstow Unified School District elects not to publish these locations in this plan. Parents, students, and emergency responders may access this information from the School office. It is the goal of the District and Barstow STEM Academy to protect the students and staff by taking precautions such as these.

C. Staff Training: All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year or upon their hire. Daily Ingress/Egress Routes are in place at STEM and are also a subject of staff training.

D. COVID-19- Considerations: During distance learning (closed campuses):

1. All visitors will enter and exit the school through the front office. Other parts of campus are closed to visitors.

2. Masks and social distancing guidelines are required for all school-related events and distributions (work, awards, etc.).

3. STEM administration and staff will follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors.

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

Component:

Maintain effective implementation of PBIS to support student behavior, decrease student referrals, suspensions, and expulsions, and create a positive school climate.

Element:

Barstow STEM Academy strives to provide an inclusive educational environment where students, parents and guardians, staff, and community members of diverse cultural, racial, and religious backgrounds can feel connected and valued and effectively communicate and interact in respectful ways. Currently, Barstow STEM Academy boasts robust, site-wide PBIS efforts that promote and positively recognize any community, staff, and student efforts to be respectful, responsible, and safe. More specifically, STEM has an active PBIS team that meets regularly to discuss data related to student achievement and behavior. Also, the administration at STEM seeks out professional development opportunities for all staff members related to anti-bullying, culturally responsive and culturally relevant pedagogy, and site-wide PBIS effectiveness. STEM staff and administration work together regularly to provide a stimulating academic environment where all students can feel safe, grow intellectually, develop self-assurance, and gain an appreciation and respect for the diversity in the world around them.

Opportunity for Improvement:

Particularly as a result of recent school closures related to COVID-19, Barstow STEM Academy will continue to work on the following three objectives:

- (1) Barstow STEM Academy would like to continue providing teachers opportunities to attend staff development and/or conferences to improve practice related to PBIS, school climate, prevention of harassment and bullying, culturally relevant pedagogy, and culture.
- (2) Barstow STEM Academy would like to continue building and sustaining positive relationships with parents/ guardians and community members and to continue to encourage parent/ guardian/ family involvement.
- (3) Barstow STEM Academy would like to improve the documentation of minor (negative) behavior incidents and improve the systematic provision of tiered support according to an improved site-wide PBIS plan.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|------------|--------------|-----------|-------------|------------|

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|--|--|
| <p>Related to providing opportunities for professional development (#1 above)</p> | <p>1. Site administration, in accordance with the district office, will seek out, coordinate, and/or accept professional development opportunities provided by district coaches through SELPA and attendance at outside conferences. Coordination includes the provision of site funds as appropriate.</p> <p>2. Staff will be encouraged to seek professional development opportunities related to PBIS and submit proposals for their site administration approval.</p> <p>3. Principal or designee will attend training alongside staff to learn alongside staff and plan follow-up activities to ensure fidelity of implementation of said training.</p> <p>4. In addition to the training provided to all staff, the PBIS team will continue to attend additional training and meetings provided by SELPA and the District PBIS coach.</p> <p>5. Specific to preventing harassment and bullying, site administration will continue to review district policy with all staff yearly, have copies of written policy available for employees and students, and place posters regarding such policies in strategic places on campus.</p> | <p>1. District-provided training, district coaches</p> <p>2. Site administration</p> <p>3. Title I funding, as appropriated in approved SPSA</p> <p>4. LCAP funding, as appropriated in approved SPSA</p> | <p>Vladimira Chavez, Principal Gene Theriot, Counselor</p> | <p>1. Staff evaluations of professional development opportunities and/or weekly professional development reflections.</p> <p>2. Professional development documentation.</p> <p>3. PBIS meeting minutes-related data review</p> |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|--|---|
| <p>Related to building and sustaining positive relationships with parents/ guardians and community members (#2 above)</p> | <ol style="list-style-type: none"> 1. Site administration will ensure an active SSC and ELAC and keep parents informed of all SSC and ELAC activity. 2. During COVID-related closures, STEM will provide opportunities for parents/ guardians and community members to attend virtual outreach events (SSC meetings, ELAC meetings, parent conferences, awards assemblies, etc.). 3. STEM will provide ample in-person opportunities (outreach events, conferences, etc.) for parents/ guardians and families to get involved once it is considered safe to do so (following COVID-related closures). 4. STEM will maintain a website and Facebook page and actively inform the community about school events and involvement opportunities. 5. Site administration will send out monthly newsletters to the community. 6. Specific to ensuring a safe campus, STEM will instruct parents/guardians regarding the district's anti-bullying procedures, how and where to report instances of bullying, and will investigate any bullying complaints immediately. | <ol style="list-style-type: none"> 1. Site administration 2. Title I funding, as appropriated in approved SPSA 3. LCAP funding, as appropriated in approved SPSA 4. District website, Site website | <p>Vladimira Chavez, Principal Gene Theriot, Counselor</p> | <ol style="list-style-type: none"> 1. Parent/ guardian surveys 2. SSC and ELAC meeting minutes 3. Outreach event attendance logs 4. Conference sign-in sheets |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|---|--|---|
| <p>Related to improving documentation of problem behaviors and improving the provision of tiered supports (#3 above)</p> | <ol style="list-style-type: none"> 1. The PBIS team will continue to attend trainings provided by SELPA and the District PBIS coach. 2. The PBIS team will continue to educate staff related to tier I and tier II interventions and their proper use and documentation. 3. The PBIS team, under the direction of administration, will develop a system for documenting minor undesired behaviors in advance of office discipline referrals. 4. The PBIS team will meet monthly to review data and plan targeted site-wide and problem-specific interventions. 5. The principal or designee will communicate and enforce district policies and procedures related to suspension and expulsion consistent with Ed Code. 6. The principal or designee will notify the staff of student suspensions per Section 49079 and AB29. | <ol style="list-style-type: none"> 1. District provided trainings, district PBIS coach 2. Site administration 3. Board Policy, District and Site Parent Handbooks, Staff Handbooks 3. Title I funding, as appropriated in approved SPSA 4. LCAP funding, as appropriated in approved SPSA 5. Lottery funding, in support of student awards and rewards. | <p>Vladimira Chavez, Principal Gene Theriot, Counselor</p> | <ol style="list-style-type: none"> 1. TFI reports 2. Review of discipline data (particularly once students return to campus following COVID-related closures) 3. Intervention documentation 4. Stakeholder surveys 5. Site PBIS Manual |

Component:

General Safety Procedures (Assurance of Preparedness)

Element:

Barstow STEM Academy strives to provide all students and staff members a safe teaching and learning environment in compliance with all BUSD safety procedures and directives. STEM has a Safe Schools Plan in compliance with Senate Bill 187. It includes a crisis response plan that is aligned to the District Crisis Plan. STEM staff will work with parents/ guardians and our community to implement all safety procedures necessary and outlined in the Safe Schools Plan in the hopes of providing this safe teaching and learning environment. When in-person instruction resumes, STEM will continue to conduct regular safety drills as outlined in the plan. All students and staff are fully prepared for any predictable type of emergency.

Opportunity for Improvement:

As much as possible during COVID-related closures and when in-person instruction resumes in any capacity, Barstow STEM Academy will continue to work on the following three objectives:

- (1) Barstow STEM Academy would like to continue update existing safety routines and procedures and to practice them regularly with all students and staff.
- (2) Barstow STEM Academy would like to continue to update and improve facilities to make the campus as safe as possible to all staff, students, and visitors.
- (3) Barstow STEM Academy would like to continue to educate students and staff about mutual respect and care; anti-bullying; and reporting bullying, harassment, or abuse.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|------------|--------------|-----------|-------------|------------|

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|------------------------------|---|
| <p>Related to updating and practicing safety routines and procedures (#1 above)</p> | <ol style="list-style-type: none"> 1. The STEM Safety Team will meet regularly (when in- person instruction resumes) to review the Comprehensive Safe School Plan and related safety procedures, conduct safety walks, and update safety and emergency procedures as needed. 2. STEM administration will continue to educate students and staff related to safety procedures (crisis procedures, disaster procedures, emergency lockdown and evacuation procedures) and to practice such procedures regularly (preparedness drills) when in-person instruction resumes. 3. STEM will include related procedures in the site safety plan, parent handbook, and staff handbook. 4. STEM will continue to update site safety plans and information in handbooks in compliance with updated district preparedness information and procedures. 5. STEM will continue to distribute Safety Matters publications and to hold staff accountable for reading them. 6. *During a pandemic, STEM administration and staff will follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors. | <ol style="list-style-type: none"> 1. Existing procedures and policies (district and site) 2. Site and district administration 3. LCAP funds 4. Local law enforcement 5. Other schools and community members (related to certain emergency drills) 6. School Site Council | <p>Site Safety Committee</p> | <ol style="list-style-type: none"> 1. Observations recorded during routine drills and reviewed with stakeholders 2. Minutes of Safety Team meetings 3. District feedback following drills or incidents 4. Police and community reports following drills or incidents 5. Safety Matters publications staff acknowledgements |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|--|---|---|
| <p>Related to updating and improving facilities to promote safety (#2 above)</p> | <ol style="list-style-type: none"> 1. Conduct monthly safety walks to identify potential safety hazards. 2. Compile a list of safety improvements and prioritize them as to the need and funding required. 3. Submit work orders as needs are observed and work with district maintenance department to repair and/or upgrade existing facility features. 4. Regularly review work orders for proper completion. | <ol style="list-style-type: none"> 1. Safety team 2. Custodial staff 3. District maintenance staff 4. LCAP 5. IIPP plans 6. Bargaining Unit MOUs | <p>Principal or Designee District Director of Maintenance</p> | <ol style="list-style-type: none"> 1. Sign-off by Barstow Fire Department 2. Safety Walk evaluations 3. Work order history/reports |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|------------------------------|---|
| <p>Related to preventing and reporting bullying, harassment, and abuse (#3 above)</p> | <ol style="list-style-type: none"> 1. Convey and monitor a school-wide dress code as required by Section 35183 that requires safe attire and prohibits pupils from wearing gang related or discriminatory apparel. 2. Educate all staff and students about bullying and bullying prevention and follow related district and site protocols. 3. Educate all staff about child abuse and procedures to report child about in compliance with district regulations and procedures and the law (e.g., Mandated Reporter trainings at the start of each year for all staff). 4. Educate all staff about harassment and prevention as well as reporting procedures in compliance with district policies. 5. Have copies of written policies available for employees and place posters regarding such policies in strategic locations on campus. | <ol style="list-style-type: none"> 1. STEM Parent Handbook 2. District Parent Handbook 3. Target Solutions 4. Site administration 5. Board Policy 6. Staff Handbook | <p>Principal or Designee</p> | <ol style="list-style-type: none"> 1. Target Solutions completion data 2. Training attendance logs 3. Counselor lesson logs 4. Site walks to locate relevant posters and documentation. 5. Regular (annual) review of district and site handbooks (parent and staff) |

Component:

Ingress and Egress of Students

Element:

At Barstow STEM Academy, all students and staff members are entitled to a safe teaching and learning environment. Travel to and from school must be done in a safe and secure manner.

Opportunity for Improvement:

As much as possible during COVID-related closures and when in-person instruction resumes in any capacity, Barstow STEM Academy will continue to work on the following objectives:

- (1) Maintain and regularly review and update procedures for ingress and egress (STEM Arrival and Dismissal Policies).
- (2) Conduct bus evacuation drills in compliance with CCR Title 5, Section 560 fire drills.
- (3) Maintain safe parking lots.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|--|--|
| <p>Related to maintenance of updated procedures for ingress and egress (#1 above) 000</p> | <ol style="list-style-type: none"> 1. Review procedures annually and as needed with Site Safety Team. 2. Implement and practice procedures for safe entry and exit of students, parents, and school employees regularly and as needed. 3. Ensure adequate signage to inform parents/ guardians/ visitors as to procedures for ingress and egress. 4. *During a pandemic, STEM administration and staff will follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors. | <ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District Safety Team 4. School Site Council 5. LCAP funding (signage) | <p>Principal or Designee</p> | <ol style="list-style-type: none"> 1. Site Safety Team feedback/meeting minutes 2. Safety Walk observation data 3. Related staff surveys |
| <p>Related to bus evacuation drills (#2 above)</p> | <ol style="list-style-type: none"> 1. Work with First Student to schedule and conduct disaster drills as required by law. 2. Evaluate the effectiveness of drills when they are conducted with all relevant stakeholders. | <ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District maintenance | <p>First Student Principal or Designee</p> | <ol style="list-style-type: none"> 1. Site Safety Team feedback/ meeting minutes 2. Drill observation data 3. Related staff surveys 4. Feedback from First Student |
| <p>Related to maintaining safe parking lots (#3 above)</p> | <ol style="list-style-type: none"> 1. Regularly inspect parking lot for safety. 2. Conduct safety walks of parking lots specifically during high-traffic times. 3. Submit work orders as necessary to ensure safety of staff, students, and community. | <ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District maintenance | <p>Principal or Designee</p> | <ol style="list-style-type: none"> 1. Site Safety Team feedback/ meeting minutes 2. Related staff or community surveys |

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

Barstow STEM Academy Student Conduct Code

School Discipline:

A. Statement of Rules and Procedures on School Discipline 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.”

B. Notification to Students and Parents Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. Site Discipline

Barstow STEM Academy utilizes PBIS, restorative practices, and other means of correction in advance of any exclusionary school discipline. STEM provides policies related to student conduct and expectations in the parent handbook and the school-home compact, communications to parents/ guardians (e.g., newsletters), and the school's website. STEM also maintains a PBIS Resource Manual that is provided to teachers and staff working with students as a guide to teach and reinforce desired student behavioral expectations. We have a behavioral matrix as well as a distance-learning matrix that teachers, paraprofessionals, office staff, and administration review with students regularly.

D. Staff Training

1. All personnel review the Suspension and Expulsion Policies annually at the annual orientation each August at the beginning of the new school year.
2. Teaching staff and administration review the PBIS Resource Manual annually and as necessary throughout the year.

Conduct Code Procedures

Barstow STEM Academy will strive to provide an educational environment where the entire school community is safe and mannerly. Students and staff will know and understand clear expectations related to their behavior. More specifically, students will be taught and expected to be respectful, responsible, and safe. Staff will model respectful, responsible, and safe behavior. In addition, students and staff will know the definition of bullying, not to be a bully, and how to respond if they are bullied or see someone being bullied.

Related to clear behavioral expectations, Barstow STEM Academy currently utilizes two behavior matrices: the regular matrix developed for in- person instruction and a distance-learning matrix that was created by the PBIS team and reviewed and approved by relevant stakeholders at the start of the 2020-2021 school year when COVID-19 restrictions necessitated the continuation of distance learning.

The Barstow STEM Academy PBIS Manual contains a PBIS overview and site-specific PBIS information. The manual is intended to be used to increase positive behavioral interventions and supports as a way to improve discipline and behavior. The focus of PBIS is proactive instruction and prevention of unwanted behaviors, not punishment. The manual outlines behavioral expectations and contains model behavior lesson plans, behavior matrices, student school-wide incentive information, as well as differentiates between classroom-managed behaviors and office-managed behaviors. It also contains information about Tier 1 universal supports, Tier 2 interventions, and Tier 3 supports. Finally, the manual also provides descriptions of minor offenses/infractions and major offenses/infractions. This manual is updated regularly, provided to all staff, and available on site.

Minor Offenses/ Infractions:

Minor offenses/infractions are a student’s failure to demonstrate universally defined expectations, a school-wide expectation, social skill, or procedure. All Staff must be equipped to address Minor Offenses/Infractions in the location where they occur (on the spot). The adult who witnesses a minor offense/infraction is expected to intervene “on the spot” (i.e. immediately or as soon as possible) within the environment. If support staff witnesses and intervenes, he/she will report the infraction to the student’s teacher for documentation.

Major Offenses/Infractions:

Teachers can handle Major offenses/infractions and ask for administrator support as needed; support staff can intervene with major offenses and will report to teacher for documentation; and administrator handles Severe Major Offenses/Infractions that are listed in Ed. Code 48900 and 48915 (see below for list of severe infractions). These major offenses/infractions are addressed by administrators. Education Code Sections 48900 applies but is not limited to the following: Education Code Sections 48900(a) – 48900.7 offenses. For these charges, the school has jurisdiction for those behaviors occurring while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, and during or while going to or coming from a school activity. Other Means of Correction (OMC) should be used that are aligned to the severity level (applies to 48900 & 48915 (a)). For Ed Code Section 48915 (a) & (c), the act must be committed at school or a school activity. All other Major Offenses/Infractions are handled by the student’s teachers. Other means of correction are to be used based on severity level of the major infraction.

(J) Hate Crime Reporting Procedures and Policies

Hate Crime Reporting Procedures and Policies fall under the BUSD anti-bullying policy and procedures.

Procedural Steps:

- (1) All district employees who deal directly with students receive training on the topic of recognizing and prevention of bullying on and off school grounds.
- (2) That each school located in the Barstow Unified School District adopts an anti-bullying program that may include an onsite school campus designee or committee to address all reports of bullying at their school and to make students and parents aware of the new policies in place.
- (3) An appeals process is developed for students and employees who have been implicated in a reported incident of bullying.
- (4) The anti-bullying policy will be included in the Official BUSD Parents Handbook and School Site Handbooks.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Barstow Unified School District Anti-Bullying Policy

I. SUBJECT - Bullying Prevention and Intervention Protocol for Barstow Unified School District.

II. POLICY STATEMENT - Barstow Unified School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

III. RATIONALE - Barstow Unified School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. The 2015 School Crime Supplement - PDF (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, about 21% of students ages 12-18 experienced bullying. The 2017 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 19% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey. Therefore, Barstow Unified School District recognizes that bullying is a serious issue, and expects students, parents, and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts will be expected to take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. Please see BP 5131.2 for additional information.

IV. DEFINITIONS - Bullying: unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or there is a pattern of pervasive behavior over time. Both kids, who are bullied and who bully others may have serious, lasting problems. In order for it to be considered bullying, the behavior must be aggressive and include:
AN IMBALANCE OF POWER: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

REPETITION: Bullying behaviors happen more than once or there is a pattern of pervasive behaviors over time. TYPES OF BULLYING:
VERBAL BULLYING:

Verbal bullying involves saying or writing mean things. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm.

SOCIAL BULLYING:

Social bullying (sometimes referred to as relational bullying) involves hurting someone's reputation or relationships. Social bullying includes: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.

PHYSICAL BULLYING:

Physical bullying involves hurting a person's body or possessions. Physical bullying includes: taking or breaking someone's things, making mean or rude hand gestures, spitting, tripping/pushing, and hitting/kicking/pinching.

V. PREVENTION - Recognize. Refuse. Report. (3R's for Prevention) **RECOGNIZE:** Is it bullying?

1. Was the behavior carried out on purpose?

2. Was the behavior intended to cause harm?

(Harm may be physical, verbal, relational, social, emotional, and/or via electronic communication)

3. Have there been patterned and pervasive acts of this behavior?

3a. Does the behavior include electronic communications that can be viewed an unlimited number of times by an unlimited number of people?

4. Does the imbalance of power exist and/or is the target of the behavior unable to stop the bullying behavior from continuing? If

the answers to questions 1-4 are ALL YES, please refer this incident to a trained professional within 24 hours.

AN ONLINE BULLYING BEHAVIOR REPORT FORM CAN BE SUBMITTED ELECTRONICALLY AND CAN BE ACCESSED FROM THE BUSD WEBSITE. If you provided a NO response to any of the questions (not including 3a), the person completing this form should address the unwanted behavior with the young person according to school, group or home standards of conduct. Every effort should be taken to address the behavior with the young persons as soon as possible.

REFUSE:

Students, parents, and staff practice respectful assertiveness skills in order to refuse bullying or any inappropriate behaviors.

Students, parents, and staff advocate for themselves and others by being UPSTANDERS and refusing to allow any type of bullying or inappropriate behavior to occur. Refusing bullying behaviors, bullying prevention, can be implemented through guided lessons that address Assertiveness Skill Building, Problem Solving Skills, Conflict Resolution and Interpersonal Skills. Students, parents, and staff are encouraged to use respectful words to assertively refuse to allow bullying or any inappropriate behavior to occur. If bullying behaviors do not stop, it must be reported immediately to an adult.

REPORT:

If bullying behaviors are present: Behavior is being carried out on purpose, behavior is intended to cause harm, there has been patterned and pervasive acts of this behavior, there's an imbalance of power that exists and/or the target of the behavior is unable to stop the bullying behavior from continuing. Then it must be immediately reported to the appropriate school authorities, Step VI. INTERVENTION PROTOCOL will be followed for reporting.

VI. INTERVENTION PROTOCOL - Report. Research. Respond. (3R's for Intervention) **REPORT:**

Step 1. Bullying Behavior Report Form is filled out by complainant.

RESEARCH:

Step 2. Administrator or designee will review, investigate, and fill out Bullying Investigation Form.

RESPOND:

Step 3. After conducting an investigation, the administrator or designee will respond appropriately based on the findings.

VII. STUDENT CODE OF CONDUCT - Per the student conduct handbook, any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to the principal or designee. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Pupil Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

VIII. EDUCATION AND OUTREACH - To ensure bullying does not occur on school campuses, Barstow Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to

build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Safety Plan Review, Evaluation and Amendment Procedures

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/ checklist has been organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment
2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187: Child Abuse reporting procedures Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning Dress Code Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN: The written plan will be made available to all staff, students, parents and the community to review in the school or principal's office.

Safety Plan Appendices

Emergency Contact Numbers

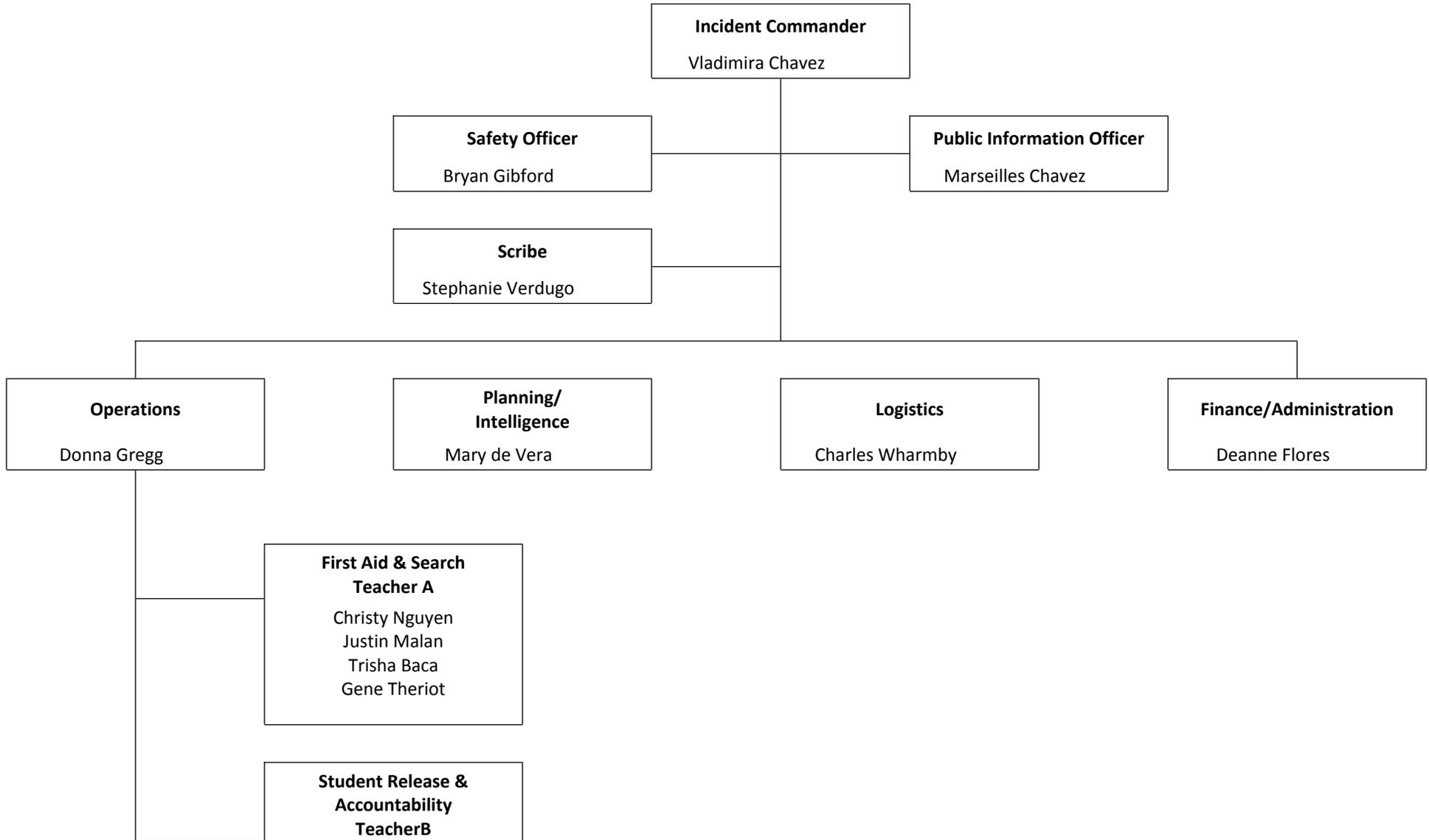
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|------------------------------------|--------------|----------|
| Emergency Services | | 911 | |
| Law Enforcement/Fire/Paramedic | Barstow Police Department Dispatch | 760-256-2211 | |
| School District | STEM Office | 760-255-6150 | |
| School District | Superintendent's Office | 760-255-6006 | |
| American National Red Cross | | 760-245-6511 | |
| Law Enforcement/Fire/Paramedic | Barstow Fire Protection District | 760-256-2254 | |

Safety Plan Review, Evaluation and Amendment Procedures

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|--|--------------------------|--|
| Fire/Earthquake/A.L.I.C.E./Shelter in Place Drill Schedule | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Yearly Principal Safety Letter to Parents | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Emergency Evacuation Plan for Fire | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Earthquake Procedures & Evacuation Plan | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Site Emergency Preparedness Plan Teams & Responsibilities | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Anti-Bullying Policy | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Search Markings for Sweep & Rescue/Fire & Search Team | August 2021- August 2022 | Staff Safety Plan document (located at school site) |
| Evacuation Map for STEM | August 2021- August 2022 | Located in classrooms |

Barstow STEM Academy Incident Command System



Danielle King
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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 through the use of 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:

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of 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, Planning & Intelligence, Operations, Logistics, Finance & Administration

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, 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. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

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. These activities are performed by a single person who reports directly to the Incident Commander.

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. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

How to and When to Initiate A.L.I.C.E.:

Campus Disorder
Firearm/Shooting
Hostage/Barricaded Subject
Threatening Intruder

How to and When to Shelter In Place:

Air Pollution
Biological/Chemical Threat
Chemical Spills
Severe Weather
Stinging Insects

How and When to Evacuate, Drop, Cover and Hold:

Aircraft Accident
Bomb Threat
Earthquake
Flood
Fire/Explosion

Step Two: Identify the Level of Emergency

There are three levels of emergencies:

- Level One Emergency: A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder
- Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc. Example: fire, intruder on campus, bomb threat.
- Level Three Emergency: A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired.

Step Three: Determine the Immediate Response Action

EVACUATION ROUTES:

The Superintendent, Principal, or Designee is responsible for establishing and maintaining a safe evacuation route from all District and school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all district buildings, classrooms, multi-purpose rooms, libraries, and school offices.

PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card that authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures has been included in this plan.

STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the direction of the Superintendent) will make the decision to release students. When students are released, certain portions of the Emergency Response Plan may be implemented. If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

ASSUMPTIONS AND PURPOSE:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff, and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Binders have been provided to assist staff members in the development and preparation stages.

Step Four: Communicate the Appropriate Response Action

During an emergency, each site will report the condition of the site (i.e. injuries, damage to buildings). Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's Direct-Connect notification system, if available. If telephone or electrical services are interrupted, another means of communication must be available. Hand-held radios, a bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites will be established with the use of two-way radios.

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
4. Check evacuation routes for safety.
5. Consider evacuation of staff and students using safest evacuation route.
6. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold"
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evacuate students using safest route to assembly area
4. Be ready to report any missing, extra, or injured students.
5. When able, check your "buddy".
6. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Animal Disturbance

STINGING INSECTS

If you are the witness to a beehive or swarm of stinging insects on campus:

1. Notify main office.
2. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Initiate Shelter In Place.
2. Call 9-1-1, if necessary.
3. Contact District Office, if necessary
4. Be prepared to evacuate students and staff to safer locations.
5. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When able, report any missing or extra students.
7. When able, check "buddy" for safety.

8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, initiate extra duties as assigned.

All Staff – If an actual attack of stinging insects occurs and students are in the yard:

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the insects!
3. When inside a building assist students and staff who have been stung with first aid; immediately notify main office (Incident Command Post) of severe allergic reactions and obtain medical help

After Emergency:

1. At the direction of the District Office, principal or designee will announce “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee

Armed Assault on Campus

FIREARM/SHOOTING

Any time anyone suspects a person to be in possession of a firearm, pieces of a firearm or ammunition, or is witness to a shooting immediately:

1. Call school office and/or campus security
2. Contact Barstow Police Department (#) and/or San Bernardino Sheriff’s Office
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Confirm call Barstow Police Department (#) and/or San Bernardino Sheriff’s Office.
2. Initiate Lockdown.
3. Contact District Office.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check status of “buddy”.
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

HOSTAGE/BARRICADED SUBJECT

If you are the witness to a suspected hostage-taking or barricaded subject:

1. If able, call campus security and/or school office
2. Notify Barstow Police Department (760) 256-2211 or San Bernardino Sheriff's Department (760) 256-1796
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Call or confirm call to Barstow Police Department.
2. Initiate Lockdown.
3. Call District Office
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check on status of "buddy".
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

THREATENING INTRUDER

A threatening intruder is anyone approaching campus or on campus that is suspicious by way of appearance, actions and/or activity.

The witness should not approach or question the suspect but should immediately:

1. Call the school office and/or campus security
2. Notify Barstow Police Department or San Bernardino Sheriff's Office
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal or designee's control, activate Site Incident Command Post which will:
 - a. Call or confirm call to Barstow Police Department or San Bernardino Sheriff's Office+++++
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check on status of “buddy”.
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Biological or Chemical Release

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

Prior to unhealthy air quality, the Principal or Designee will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the school nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Principal or Designee will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

BIOLOGICAL/CHEMICAL THREAT

During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with “Personal” or “Confidential” notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn’t match the return address;
- Is marked with threatening language;

- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door

Principal or Designee will:

1. Notify emergency personnel, as needed.
2. Contact District Office
3. Keep area isolated until emergency unit arrives.
4. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
5. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow principal's or designee's direction.
2. If evacuating, wear orange or green vest to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

CHEMICAL SPILL/TOXIC EMISSIONS

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab.

If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

1. Notify main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/HazMat)

b. Contact District Office

c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).

5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).

6. Communicate with staff using intercom or megaphone.

Teachers will:

1. Shelter In Place and wait for principal or designee's direction to evacuate.

2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.

3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.

4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators. Be ready to report any missing or injured students.

5. If directed to evacuate, follow standard procedures

6. When able, check "buddy" for safety.

7. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".

2. Students may return to regular schedule.

3. If student release is necessary, follow release plan.

4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Bomb Threat/ Threat Of violence

BOMB THREAT

If a threat is received by telephone:

1. Pay close attention to:

- Exact wording
- Speech characteristics
- Background noises

2. Ask these questions:

- Where is the bomb?
- What kind of bomb?
- When will it go off?
- How big is it?
- Why are you doing this?

3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
 - a. Contact the fire and police departments.
 - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
 - a) Conduct a search, using police and fire departments, bomb squad and other support units.
 - b) Evacuate students during search.
 - c) Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area

Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).

6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
- A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
- A back pack that is ticking;
- A troubled student has left a backpack in the room and hasn't been seen for a while.

7. Be ready to report missing, extra or injured students.
8. When able, check "buddy" for safety.
9. When able, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve Bomb Threat Checklist as part of the After Action Report (provided by principal or designee.)

Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

Bus Disaster

If you are witness to a bus accident:

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
4. Check evacuation routes for safety.
5. Consider evacuation of staff and students using safest evacuation route.
6. Stay in control of all site activities until the arrival of emergency personnel.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Disorderly Conduct

CAMPUS DISORDER

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site.

Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

1. Notify school office followed by the SRO or campus security.
2. Notify Barstow Police Department (#) and/or San Bernardino Sheriff's Office
3. Move If a person or persons are observed causing a serious campus disorder: students away from danger to nearest safe location.

Principal or Designee will:

1. If out of principals or designee's control, the Site Incident Command Post will be activated and will:
 - a. Confirm call to Police Department.

- b. Contact District Office.
- c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
- 2. Determine necessity of Lockdown or modified Lockdown.
- 3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
- 4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
- 5. Be prepared to evacuate students and staff to safer locations.
- 6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

- 1. If outside, move students to classrooms or designated safe interior buildings.
- 2. Close all windows lock doors and turn off lights.
- 3. Turn off television.
- 4. Do not evacuate if you hear a fire alarm.
- 5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
- 6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
- 7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
- 8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
- 9. When able report any missing or extra students.
- 10. When able check status of “buddy”.
- 11. When able initiate additional duties as assigned.

After Emergency:

- 1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
- 2. Students may return to regular schedule.
- 3. If student release is necessary, follow release plan.
- 4. District Office may provide psychological services to assist in the counseling of staff and students.
- 5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Earthquake

A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement, all staff will:

- 1. Drop, Cover and Hold
- 2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
- 3. The District will initiate the Emergency Operations Center (EOC) who will:
 - a. Ensure that communication with the other sites is established.
 - b. Establish communication with the state, county, or regional Emergency Operation Centers.
 - c. Begin communication with resources to mobilize equipment and supplies.
 - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

- 1. Following initial ground movement activate the Site Incident Command Center which will:
 - a. Contact the District Emergency Operations Center to establish communication.
 - b. Begin assembling teams at the Incident Command Post.
- 2. Oversee all activities of organizing teams.
- 3. Meet with Team Leaders to establish Incident Action Plan.

4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (in the classroom) will:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. Plan to use alternate routes to assembly area.
11. If possible, check on safety of “buddy”.
12. Do not attempt to move an injured person unless in immediate danger.
13. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
14. When able, initiate extra duties as assigned.

Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation.
 - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

Teachers and Staff (outside the building):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.
5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

After Emergency

1. If student release is determined, follow release plan.
2. Buildings must be inspected before re-occupancy.
3. If necessary, an alternate facility will be coordinated by the District.

Explosion or Risk Of Explosion

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post, which will, among other things:
 - a. Contact the fire department/9-1-1 for assistance.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issue and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock door, and Close the door behind you.
4. When able, check safety of "buddy".
5. When able, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Fire in Surrounding Area

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post, which will, among other things:
 - a. Contact the fire department/9-1-1 for assistance.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issue and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock door, and Close the door behind you.
4. When able, check safety of "buddy".
5. When able, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Fire on School Grounds

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
 - a. Contact the fire department/9-1-1 for assistance.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issue and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock door.
4. When able, check safety of "buddy".
5. When able, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Flooding

SEVERE WIND/WEATHER

When severe winds occur, Principal or Designee will immediately:

1. Contact District Office for further direction.
2. Assemble portions of Incident Command Teams to address hazards on site such as broken windows, fallen power lines or trees.
3. Activation of Shelter In Place.
4. Evacuate any classrooms that are bearing full force of wind to nearest safe location.
5. Cancel all scheduled outside events.
6. Monitor weather on battery operated radio.
7. Notify utility companies of any break or suspected break in utility lines.
8. Stay in control of all site activities.

Teachers will follow procedures for Drop, Cover and Hold and Shelter In Place:

1. Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans.
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".

3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to “Drop, Cover, and Hold” crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. Follow any instructions given by principal or designee regarding evacuation.
9. Wear orange or green vest to signal status of classroom
10. Be ready to report any missing, extra or injured students.
11. If able, check status of “buddy”.
12. If Sheltering In Place report any missing, injured or extra students.
13. When able, initiate additional duties as assigned.

If students are on a bus: Driver is instructed to pull bus off road and park under underpass.

After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
3. Students may return to regular schedule.
4. If student release is necessary, follow plan.
5. Be prepared to provide input to After Action Report that will be provided by the principal or designee.

FLOOD

When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Contact District Office for instructions.
2. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
3. Determine need and ability to evacuate staff and students.
4. Check evacuation routes for safety.
5. Cancel all scheduled outside events.
6. Stay in control of all site activities.
7. Listen to news on battery operated radio.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating, be prepared to report missing, extra or injured students.
3. When able, check “buddy” for safety.
4. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Loss or Failure Of Utilities

Notify School Office and follow evacuation procedures if necessary.

Motor Vehicle Crash

Motor Vehicle Crash

If you are witness to the accident:

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
4. Check evacuation routes for safety.
5. Consider evacuation of staff and students using safest evacuation route.
6. Stay in control of all site activities until the arrival of emergency personnel.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Psychological Trauma

Report to school site administration and/or school counselor.

Suspected Contamination of Food or Water

Report to school office personnel and school site administration.

Do not drink/eat the food or water until suspected contamination is determined safe.

Tactical Responses to Criminal Incidents

Follow Active Shooter Drill Procedures

Unlawful Demonstration or Walkout

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site.

Examples are a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

1. Notify school office followed by the SRO or campus security
2. Notify Barstow Police Department (#) and/or San Bernardino Sheriff's Office
3. Move students away from danger to nearest safe location

Principal or Designee will:

1. If out of principals or designee's control, the Site Incident Command Post will be activated and will:
 - a. Confirm call to Police Department.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Shelter in Place or activating A.L.I.C.E.
3. If Shelter in Place is determined, signal teachers to shelter in place in their classrooms or nearest safe building.
4. Be prepared to evacuate students and staff to safer locations.
5. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Shelter in Place or activate A.L.I.C.E. procedures:

Shelter in Place

1. Close all windows, lock doors, and turn off lights.

2. Turn off television.
 3. Do not evacuate if you hear a fire alarm.
 4. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
 5. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
 6. Changes will be communicated Activate A.L.I.C.E.
 7. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions
 8. Lockdown:
 - a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
 9. Inform:
 - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
 10. Counter: (Be Prepared)
 - a. Make noise
 - b. Move quickly
 - c. Throw things
 - d. Create distractions
 - e. Swarm
 - f. Distance
 11. Evacuate/GET OUT: if you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!
- After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing “This is the conclusion of all emergency services”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Emergency Evacuation Map