Comprehensive School Safety Plan

2019-2020 School Year

School: Crestline Elementary School

CDS Code: 36676116035307

District: Barstow Unified School District

Address:

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at Crestline Elementary 2020 Monterey Ave. Barstow, CA 92311.

Safety Plan Vision

Crestline Elementary will work with all stakeholders to ensure a safe learning environment for all students, staff members and visitors.

Components of the Comprehensive School Safety Plan (EC 32281)

Crestline Elementary School Safety Committee

Brian Wooley, Cari Mauldin, Vivian Grissom, James Greaver

Assessment of School Safety

School safety is assessed by members of the school staff and district. Site safety team recommends needs as found. The school custodians and district maintenance team regularly walk campus and fix safety concerns. Safety procedures are distributed to staff and practiced.

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

The Comprehensive School Safety Plan is reviewed and updated as needed and no less than yearly. The School District and Site staff work together to ensure that staff and community members are aware and have input as needed. The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions.

(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 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 child16 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)

A. Routine and Emergency Disaster

1. EMERGENCY DRILLS:

In accordance with state law:

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

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

A District-wide earthquake drill will be held at least once during each school year.

A.L.I.C.E. drills will be conducted quarterly.

The District has designed this plan based on CERT (Community Emergency Response Plan) procedures.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

2. 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.

3. 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.

4. 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.

5. 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 telephone or electrical services are interrupted, another means of communication must be available. 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. Teachers have a radio in their classroom to be used for emergencies or to take outside with them.

B. Emergency Response Plan

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. The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be 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.)

1. LEVELS OF EMERGENCIES:

There are three levels of emergencies:

- a. Level One Emergency A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder.
- b. 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.

c. Level Three Emergency

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

2. 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; and reviewed annually for modifications.

3. HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. 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.

4. STAFF TRAINING:

- a. 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.
- b. On an annual basis sites will allocate time 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.

ond effectively, efficiently, and safely and in a manner approved by the state and federal government. The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

MULTI-HAZARD REFERENCE GUIDE:

- 5. 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.
- a. 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 "This is the conclusion of all emergency services" returns staff and students to a normal schedule.
- b. Definitions: Incidents, Emergencies, Disasters
- 1. 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 the safety of persons and property 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.

2. 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.

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:

- State of War Emergency
- State of Emergency
- State of Local Emergency
- 3. 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 j

jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

4. 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.

- a. Response Level O 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.
- b. Response Level 3 Local Emergency A minor to moderate incident in which local resources are adequate and available; This level of emergency response 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.
- c. Response Level 2 Local Disaster A moderate to 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 Alameda will proclaim a local emergency. Then, the State of California may declare a state of emergency.
- d. 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 a State of Emergency. A Presidential Declaration of an

Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

5. 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 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.

a. 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 reducing the potential damage either to structures or their

contents, while prevention is taking steps to avoid potential problems. Both of these elements require 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.

b. 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 are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

c. 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.

C. Emergency Response Procedures

1. A.L.I.C.E. PROCEDURES:

A.L.I.C.E. 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 an activity in the general area that could threaten the safety of students and staff. When A.L.I.C.E. is initiated, it means there is an immediate and possibly life threatening situation on campus and it must be taken seriously.

In an event of where A.L.I.C.E. is activated, the Principal or Designee will carry out all or some of the following:

- 1. Alert teachers and/or staff to activate A.L.I.C.E. and provide information on what and where the threat is.
- 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. Initiate portions or all of the Incident Command Team to assist in the event.
- 3. Be prepared to evacuate to a safer location.
- 4. Stay in control of all site activities until emergency personnel arrive.

Teachers will activate A.L.I.C.E

• ALERT:

- LOCKDOWN:
- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe
 - INFORM:
- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise

- o Move quickly around the room
- o Throw things
- o Create Distractions
- o Swarm
- o Distance
 - EVACUATE:

o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave.

o YOU DO NOT NEED PERMISSION: 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. Activate Student reunification 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, which will be provided by principal or designee.

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.

2. 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 outage 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 nearest safe location.
- 7. Contra! a!I site activities until further help arrives.

Teachers will do some or all of the following depending on 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 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 report any missing, injured or extra students.
- 9. When able check on status of buddy teachers.
- 10. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises students.

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.

3. 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. Signals and/or directions given by the principal 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 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 call to Police, or 911
- b. Contact District Office
- c. Assemble teams according to event.
- 4. Check assembly areas for safety; decide on main or alternate assembly area.
- 5. Check evacuation routes for safety and determine safest routes for students.
- 6. Stay in control of all site activities until the arrival of emergency personnel.
- 7. When classrooms have reported to the assembly area, collect in missing and injured student information from teachers.

Upon first indication of disturbance, Teachers will:

- 1. If outside, "drop, cover, and hold", if necessary.
- 2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
- 3. If inside classroom or building, check first for 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 door after students have cleared out; do not lock door.
- 5. When evacuating, it may be necessary to leave an injured or missing student behind.
- 6. When evacuating, if able, check status of "buddy".
- 7. In all instances of evacuation be ready to report any missing, injured or extra students.
- 8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

4. 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 the safety of students, 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 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 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!

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 nearest safe assembly area.
- 5. When able, report injuries and attendance.
- 6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900 are:

- 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.
- I. 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 actor 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.

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 which 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 in route to and from, a school sponsored activity.

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

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

Staff Notification of Dangerous Students

A. 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 Crestline Elementary School, the following procedures are utilized:

Student discipline records are kept separate from cumulative files. These are kept in a secured area of the office. Anytime during the school year, teachers will have access to the discipline records of the students assigned to them. Please follow these procedures to check out and review discipline records.

- The teacher will fill out a request form and give to the Administrative Secretary
- Within 24 hours, the Administrative Secretary will pull the assigned student's discipline record and notify the teacher they are available.
- The teacher will sign them out with the Administrative Secretary and may review them in the office.
- After review, the teacher will return the records and sign them back in to the Administrative Secretary who will refile
 them.
- Any information received by a teacher pursuant to Education Code sections 48201 or 49079 shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

In the case of a student transferring in during the school year the following process will be used.

- 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 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) EDUCATION CODE

(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
- a. 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.
- b. All personnel will review the Sexual Harassment Policies annually at the first staff meeting each August at the beginning of the new school year.

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

Barstow Unified School District Elementary Dress Code - 2015/2016 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 tom. 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/sweatshi1is/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 than½ 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.
- I 0. Make-up, perfume, cologne, and false fingernails are not permitted in the elementary grades.
- 1 I. 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.

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 have identifies the evacuation locations.

C. As the Comprehensive Safe School Plan is public document the 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 this school to protect the students and staff by taking precautions such as these.

D. Staff Training

All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year. Daily Ingress/Egress Routes

- E. COVID-19
- 1. Distance Learning
- a. All visitors will enter and exit the school through one entry point. Masks and social distancing guidelines will be required.
- b. Visitors will not be allowed on campus.
- 2. Hybrid and In-Person Learning
- a. All students will have a temperature check as they enter school.
- b. Students will enter and exit in different locations.
- c. Visitors will not be allowed on campus and must follow the same procedures as distance learning.

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

Component

All students and staff members are provided a safe teaching and learning environment

Element:

Crestline Elementary has a Safe Schools Plan in compliance with Senate Bill 187. It includes a crisis plan that is aligned to the District Crisis Plan. Crestline Elementary will work with parents and the greater community to create a crime free and safe community. BUSD Transportation Department, First Student and the school staff will work to ensure the safe pick-up and delivery of students. We will also improve facilities as part of our plan. Finally, The Risk Management Report will be acted upon to keep our site safe.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain and update the Safe School Plan in compliance with Senate Bill 187	Monitor and Update to meet the needs of our school yearly.	Safe School Plan	School Administration	Reviewed by SSC and all stakeholders required by law
Utilize the district emergency evacuation information, participate in practice drills and implement the BUSD plan in an emergency.	Schedule monthly emergency drills Disseminate emergency plan and information to all parties Practice and review District emergency plan	District Emergency Plan	School Administration	Evaluate the monthly drills for safety and preparedness
Implement BUSD policies on Sexual Harassment	Review Policy yearly through training Have copies of written policy available for employees and students Place posters regarding the district policy in staff room	Board Policy Staff Handbook Student Handbook	School Administration	Yearly accounting of all employees having the training Review of board policy and staff/student handbooks.
Follow district policies on suspension and expulsion as they apply to Sections 48900 and 48915.	Train staff and review policies	District Discipline Handbook Staff Handbook Student Handbook Board Policy Annual Suspension Report SWIS Data	Pupil Services School Administration	Monthly by School Administration
Notify the staff of student suspensions per Section 49079 and AB29.	Follow the procedures set by school and district officials regarding notification of staff at the beginning of each school year and upon new transfer students.	School procedures	School Administration	Evaluation of signature pages and sign in page.
Report suspected child abuse to CPS and comply with the district regulations and policies	Mandated Reporter training held at the beginning of each school year for all staff members.	Target Solutions	School Administration	Yearly evaluation of sign in to the Target Solutions online training site by all staff members.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Monitor and adjust procedures for the safe entry and exit of students, staff, and guests to Crestline School.	Admin and safety personnel will review procedures and adjust as needed. During a pandemic the school will follow the district IIPP to ensure safety for all students, staff, and guests.	IIPP Bargaining Unit MOU's	School Administration and safety personnel.	Yearly and as needed
Convey and monitor a school-wide dress code as required by Section 35183 that requires safe attire and prohibits pupils from wearing gang related apparel	Send home dress code through the Parent/Student Handbook Monitor student dress on campus	Crestline Parent/Student Handbook	School Administration Teachers Safety Personnel	As needed
Maintain an orderly and safe environment conducive to learning	Daily and as needed evaluate the safety of the campus and classroom environments During a pandemic the school will follow the district IIPP to ensure safety for all students, staff, and guests.	Classroom observations	School Administration Custodians Teachers Safety Personnel	Daily monitoring of the entire campus
Communicate and enforce the district rules and procedures on school discipline.	Provide to staff, parents and students rules and procedures	Board Policies Parent/Student Handbook	School Administration	Yearly

Component:

All students and staff members are provided a safe teaching and learning environment. Travel to and from school will be done in a safe and secure manner.

Element:

Crestline School has a plan for safe ingress and egress of students.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Conduct regular bus evacuation drills in compliance with CCR Title 5, Section 560 fire drills.	Schedule and conduct disaster drills.		First Student School Administration	Annually

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain safe parking lots	Regularly inspect parking lot for safety.		School Administration	Monthly
Review procedures for ingress and egress in the Crestline Arrival and Dismissal Policies	Review Annually During a pandemic the school will follow the district IIPP to ensure safety for all students, staff, and guests.	Crestline Arrival and Dismissal Policies	School Administration	Annually

Component:

All Students and staff members are provided a safe teaching and learning environment.

Element:

Facilities improvements will be part of our Safe School Plan.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
A list of safety improvements will be compiled.	A written list will be developed with items prioritized as to need and funding	Walk through forms	Site Administration Maintenance Department	As submitted
Work orders will be submitted and reviewed by Site Administration for completion	Submit work orders as soon as the need is observed. Regularly review work orders for completion.		Site Administration	As submitted

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

Crestline Elementary School 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:
- a. 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.
- b. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

Conduct Code Procedures

Crestline School will provide the educational environment where the school community is safe and mannerly. The students will know the rules and how to conduct themselves. They will also know the definition of bullying, not to be a bully, and how to respond if they are bullied

(J) Hate Crime Reporting Procedures and Policies

Any person that needs to report a hate crime will fill out an incident report to be given to the school administration. School Administration will then contact the school resource officer and proceed as directed.

Procedures for Preventing Acts of Bullying and Cyber-bullying

District Board Policy states:

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

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

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

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

The District has implemented an Anti-Bullying Policy to support these beliefs. It includes notification, investigation, prevention and supports for victims.

Safety Plan Review, Evaluation and Amendment Procedures

A. Assessment Review and Annual Safety Goals

Annual Safety Goals:

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

Based on the data analysis, the School Safety Planning Committee and/or the School Site Council identifies related goals for the next school year as well as the strategies and/or programs that will be used to meet the goals. The objective is to provide meaningful goals in order to improve the campus climate.

The School Safety Committee and/or School Site Council, in order to keep the goals for the Safe School Plan, will review data and discuss progress at least three times during the Plan year.

B. Assessment of Behavior and Crime:

- 1. Positive Environment Assessment: Crestline Staff and SSC reviewed the data on the following September 24, 2020. Crestline is in its sixth year of implementation of PBIS (Positive Behavior Intervention and Support). PBIS forms the backbone of our discipline system, including systematic instruction in expected school wide behaviors, intervention and support, as well as a procedure for addressing behaviors that impede learning. While we have
- made some excellent progress, we have areas of focus that we will continue to refine, in an effort to better serve our students.
- 2. Suspensions and Expulsion Rates: In the 2019-2020 school year, Crestline saw a dramatic decrease in suspensions and referrals. Suspension rates dropped from 119 students suspended in 2018-2019 school year (August to March) to 41 students suspended in 2019-2020 school year (August to March due to COVID school

closure). There were no expulsion in the 2019-2020 school year.

Safety Plan Appendices	

Emergency Contact Numbers

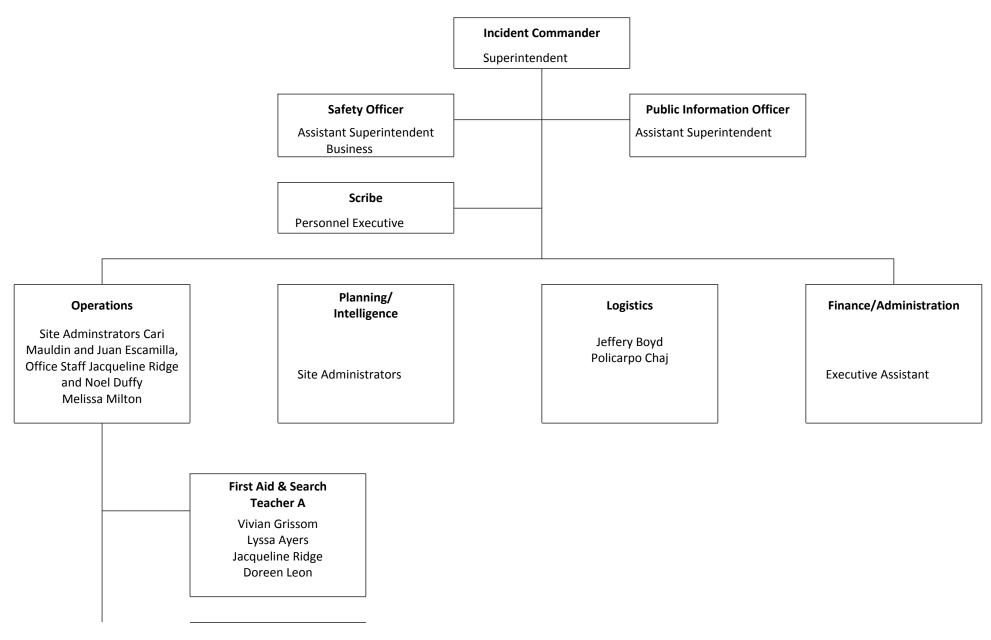
Utilities, Responders and Communication Resources

Туре	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Barstow Fire Department	760-256-2254	
Law Enforcement/Fire/Paramedic	Barstow Police Department	760-256-2211	
Local Hospitals	Barstow Hospital	760-957-3030	
Public Utilities	Southern California Edison	800-684-8123	
Public Utilities	Southwest Gas	800-433-8093	
Other	Child Family Services	800-827-8724	

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)
Safety Plan is updated and reviewed by Site Administration with input from staff and district personnel.	February 22, 2022	
Safety plan is reviewed. School Site Council, PTO, ELAC, City Mayor and School Resource Officers have all been invited to this meeting.	February 22, 2022	SRO, Fire Department did not attend. Mayor and ELAC attended. Crestline PTO is in not in effect at this time. SSC did a paper review due to inability to meet.

Crestline Elementary School Incident Command System



Student Release & Accountability TeacherB

Sylvia Chavez Shannon Herkelrath Kristine Utter Carol Berry

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:

Command Center

Personnel (List Current Staff) Incident Commander: Cari Mauldin See previous page

Responsibilities

- I. Locates near emergency assembly area.
- 2. Accounts for presence of all students/staff
- 3. Implements and coordinates emergency operations.
- 4. Controls internal and external communications.
- 5. Prepares reports to District Administration.

Equipment/Supplies

Emergency staff and student rosters & other available supplies (i.e. portable radios, pencils, paper, note pads, etc.)

First Aid Team

Responsibilities

- 1. Administers first aid and records information on extent of injuries and first aid administered.
- 2. Determines need for medical assistance.
- 3. Communicates information to EOC
- 4. Maintains essential equipment and supplies.

Equipment/Supplies

Blankets, stretchers, and first aide supplies

Sweep and Rescue/Fire & Search Team

Responsibilities

- 1. Proceeds orderly and pre-established sweep pattern, checks each classroom, multi-purpose, auditorium etc. (visually, vocally and physically
- 2. Reports location of au injured persons to First Team
- 3. Confirms existence and location of fires, controls first if possible.
- 4. Shuts down all electrical, gas, and water utilities 'When Appropriate"
- 5. Takes action to minimize further damages.

Equipment/Supplies

Master Keys, fire extinguisher, gloves, wrenches, other available tools or supplies, hard hats, and vests.

Student and Staff Accountability Team

Responsibilities

1. Ascertain extent of injuries

2. Takes roll, checks for missing students/staff and reports to EOC

Equipment/Supplies

Necessary accountability materials (teachers roll book/student lists, staff roster, etc.)

Parental Communication/ Reunion and Gate Team

Responsibilities

- 1 Establishes separate reunion area.
- 2 Meets parents/guardians at designated gate; dispatches messengers to emergency assembly area to escort students to reunion area.
- 3 Confirms identify of parent/guardian; verifies students recognize individual claiming them.
- 4 Ensures that records are maintained on all students leaving the campus.

Equipment/Supplies

Necessary Record Keeping material

Campus/Site Security

Responsibilities

- 1 Lock all external gates, doors, and secure site.
- 2 Team members stationed at designated gate to refer parents/community to appropriate
- 1. Routes fire, police, and rescue

Equipment/Supplies

Master keys, posted signs, two way radio, site map indicating major areas of disaster plan.

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

See district provided flip charts

Step Two: Identify the Level of Emergency

See district provided flip charts

Step Three: Determine the Immediate Response Action

See district provided flip charts

Step Four: Communicate the Appropriate Response Action

See district provided flip charts

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 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.

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 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. 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:

- Call school office and/or campus security
- Get to a safe place.
- Contact Barstow Police Department (760) 256-2211 and/or San Bernardino Sheriff's Office (760) 256-1796

Principal or Designee will:

- Initiate A.L.I.C.E.
- Call 911
- Contact District Office.
- Be prepared that some teachers and students will have evacuated and other students and staff may need evacuate to a safer location.
- Stay in control of school activities until emergency personnel arrive.

Teachers will Initiate A.L.I.C.E.:

• ALERT:

- LOCKDOWN:
- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe
 - INFORM:
- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise
- o Move quickly around the room
- o Throw things
- o Create Distractions
- o Swarm
- o Distance

• EVACUATE:

o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave. o YOU DO NOT NEED PERMISSION: 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. Student Release plan will be followed.
- 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: o If safe, call campus security and/or school office o Notify Barstow Police Department (760) 256-2211 or San Bernardino Sheriff's Department (760) 256-1796 o Evacuate nearby students to nearest safe location,

Principal or Designee will:

- o Initiate A.L.I.C.E.
- o Call Barstow Police Department, Sheriff's Department or 911
- o Call District Office
 - 7. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will initiate A.L.I.C.E:

• ALERT:

- LOCKDOWN:
- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe
 - INFORM:
- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise
- o Move quickly around the room
- o Throw things
- o Create Distractions
- o Swarm
- o Distance
 - EVACUATE:

o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave. o YOU DO NOT NEED PERMISSION: 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. Follow Student 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:

- If Safe, call the school office and/or campus security
- Notify Barstow Police Department or San Bernardino Sheriff's Office, call 911

Principal or Designee will:

- Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
- If out of principal's or designee's control, activate Site Incident Command Post which will: Activate A.L.1.C.E.
- Stay in control of all school activities until emergency personnel arrive.

Teachers will activate A.L.I.C.E.: ALERT:

- LOCKDOWN:
- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe
 - INFORM:
- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise
- o Move quickly around the room
- o Throw things
- o Create Distractions
- o Swarm
- o Distance
 - EVACUATE:

o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave. o YOU DO NOT NEED PERMISSION: 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. Follow Student 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 siring;
- 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 deactivate the emergency by announcing: "This is the conclusion of all emergency services"
- 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.

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 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. 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, eves 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, eves 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

In the event of an emergency, school staff are directed to call 911.

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.

If a person or persons are observed causing a serious campus disorder:

- Notify school office followed by the SRO or campus security.
- Notify Barstow Police Department (760) 256-2211 or San Bernardino Sheriff's Department (760) 256-1796
- Move students away from danger to nearest safe location.

Principal or Designee will:

- 1. If out of principal/'s 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 Sheltering in Place or activating A.L.I.C.E.
- 3. Be prepared to evacuate students and staff to safer locations.
- 4. 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:
- o Close windows and doors.
- o Instruct students sit at desks.
- o Do not release students.
- o Changes will be communicated.
 - ACTIVATE A.L.I.C.E.
 - ΔIFRT·

Teacher is alerted and may receive and provide information needed to support incident and make decisions.

LOCKDOWN:

- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe
 - INFORM:
- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise
- o Move quickly around the room
- o Throw things
- o Create Distractions
- o Swarm
- o Distance
 - EVACUATE:
- o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave.
- o YOU DO NOT NEED PERMISSION: 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. Student release plan will be activated.
- 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.
- 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

In the event of an emergency, staff is directed to call 911. Evacuation will then proceed as directed.

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 the emergency by announcing: "This is the conclusion of all emergency services"
- 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 the emergency by announcing: "This is the conclusion of all emergency services"
- 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

If a loss of utilities occurs:

Classrooms are equipped with emergency lighting or will be able to open doors.

Motor Vehicle Crash

In the event of an emergency, school staff are directed to call 911.

Psychological Trauma

District and school psychologists will be contacted for support.

Suspected Contamination of Food or Water

District personnel will be contacted for instructions.

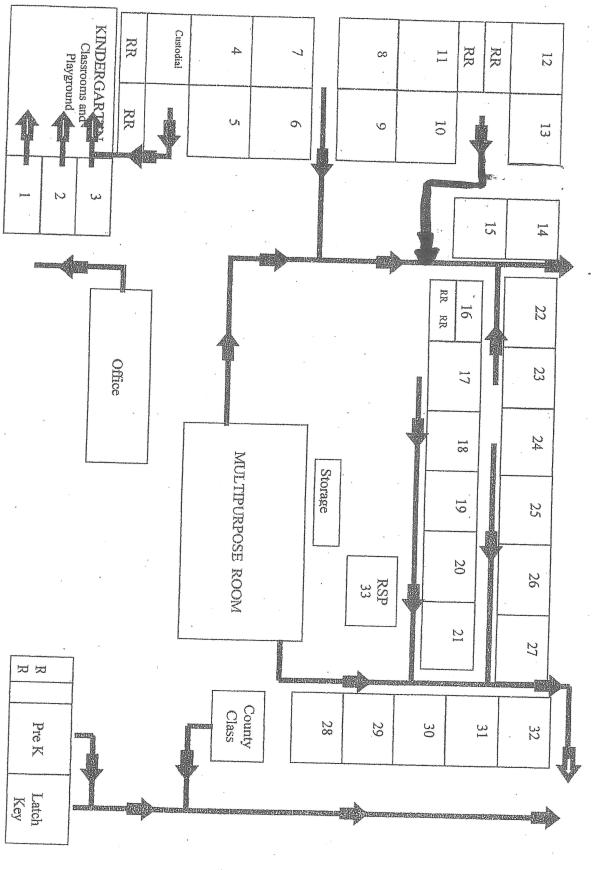
Tactical Responses to Criminal Incidents

Police and district personnel will be contacted for direction.

Unlawful Demonstration or Walkout

District personnel will be contacted for direction.

Emergency Evacuation Map



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