

Comprehensive School Safety Plan

**2021-2022
School Year**

School: Skyline North Elementary School

CDS Code: 36676116035414

District: Barstow Unified

Address: 36968 Camarillo Ave
Barstow, CA 92311

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Date of Review:

- with Staff 2/17/2021
- with Law Enforcement Invited, but did not attend
- with Fire Authority Invited, but did not attend

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Skyline North Elementary School- 36968 Camarillo Ave, Barstow, CA 92311.

Safety Plan Vision

Skyline North Elementary School will continue to work with all stakeholders to ensure a safe learning environment for our students, our staff members, our families, and any visitors to our site.

Components of the Comprehensive School Safety Plan (EC 32281)

Skyline North Elementary School Safety Committee

School Site Council:

Amy McDonald, Principal
Sandra Peavler, Teacher, SSC Chair
Lauren Rogers, Other Staff Member (Paraprofessional), SSC Secretary
Tammy Botts, SSC Member, Teacher
Lisa Huizenga, SSC Member, Teacher, Parent
Aaron Salas, SSC Member, Parent
Tyanna Steele, SSC Member, Parent
Bryce Martinez, Parent, SSC Vice Chair
Maricela Zavala, SSC Member, Parent
Scott Kearney, SSC Member, Parent

Safety Committee Leads:

Amy McDonald, Principal
Kimberly Miller, Assistant Principal
Jason Dokie, Teacher-in-Charge Admin Designee, Parent
Amy Carson, Back Up- Teacher-in-Charge Admin Designee

Assessment of School Safety

Assessment of Behavior and Crime:

Positive Environment Assessment: Skyline North traditionally maintains a low suspension rate. The school's implementation of School Wide Positive Intervention and Supports has created a sense of community that fosters pride, feelings of teamwork, and basic ethics. Students are taught consistently the expectations that they be responsible, respectful, and safe. PBIS lessons center on coping skills, kindness, honesty, cooperation, self-reliance, bully prevention, and compassion. While we cannot prevent all unwanted behaviors, we do our best to address them as they surface. Skyline will continue to implement SWPBIS and strive to increase the availability of Tier II and Tier III interventions. Now that we have returned to in-person instruction following the pandemic, unwanted behaviors are first addressed in the classrooms and on campus as much as possible. When teaching, reteaching, and interventions are unsuccessful, students are sent to the office and office referrals are written. There is constant communication with families. To date, we have only had one suspension this year, for one day only. We are constantly striving to increase communication with families and offer more targeted interventions.

Assessment of Implementation and Emergency Plan and Preparedness:

Skyline North has always strived to ensure the school is prepared for an emergency. The school has concentrated on ensuring the entire staff and all students are trained to react to multiple situations. Skyline North will continue to develop and train staff on their roles and procedures as part of an emergency response team. This year, we have returned to regular emergency drills and instruction. This year, we even added an assembly to ensure all students were aware of the distinction between a "shelter-in-place" and a "lockdown". Our education related to safety (for staff and students) will continue through the remainder of the year. Currently, we have drills and procedures to prepare for the following types of emergency responses: fire; earthquake (drop-cover-hold), shelter-in-place (outside threat of some sort, not requiring full lockdown), and lockdown (with and without evacuation).

Assessment of Implementation of Anti-Bullying Policy and Procedures:

Skyline North strives to maintain a school environment where students feel safe and connected to the school. When a report regarding bullying is received, it is investigated immediately. The school strives to ensure students are taught strategies that help them to report times they feel threatened or harassed and also to help them prevent bullying from occurring on campus. Teachers (as part of our SEL curriculum, administration (such as during assemblies and individually and with small groups of students), and Skyline's counselor regularly teach about bullying and bullying prevention. Skyline's counselor continues to teach grade-level appropriate lessons related to bullying to all students. Last year, Barstow Unified updated its Bullying Prevention and Intervention Policy. Skyline staff has been introduced to the new policy and will utilize accompanying district forms in the event any bullying is reported. We will also continue to educate parents and link to related information on our school's website. To date this year, we had one potential harassment complaint. It was resolved. We have not had any bullying complaints reach the district level, but have been constantly at work with students to address bullying-like behaviors and incidents. Each incident is addressed to immediately remove any harm and to repair and reconstruct so that students feel (and are) safe.

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

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

PBIS, restorative practices, other means of correction, progressive consequences, strong parent communication, SRO collaboration as appropriate, fire drills, earthquake drills, lockdown drills (with and without evacuation), shelter-in-place drills, safety committee team meetings, site safety walks, PBIS lessons, counselor guidance lessons, social-emotional lessons, and site-specific behavior expectation lessons all help Skyline North Elementary School provide and maintain a high level of safety. This year and last year, all Skyline teachers have been exposed to Conscience Discipline as a framework. Conscience Discipline is an evidence based, trauma-informed approach to behavior that provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. In the future, there are plans to integrate this framework into social-emotional lessons site-wide. Currently, teachers have access to the curricular materials in the hope that we can begin related professional development next academic year, now that the students have been fully back on campus after a lengthy distance learning requirement in response to the Covid-19 global pandemic.

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

(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 child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

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

D. Failure to Report Known or Suspected Child Abuse

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

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

F. Staff Training:

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

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

2. All personnel will review the Child Abuse Reporting Procedure annually at the annual orientation each September at the beginning of the new school year.

All related and required training occurred at the start of this academic year.

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

Disaster Plan (See Appendix C-F)

Routine and Emergency Disaster Procedures:

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

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

- Campus Disorder
- Firearm/ Shooting
- Hostage/ Barricaded Subject
- Threatening Intruder

How to and When to Shelter-in-Place:

- Air Pollution
- Biological/ Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Community Threat for Heightened Alert

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

- Aircraft Accident
- Bomb Threat
- Earthquake
- Flood
- Fire/ Explosion

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

EMERGENCY DRILLS:

In accordance with state law:

Drills will be initiated by announcement, uniform bell or air horn signals.

Fire drills will be conducted on a monthly basis.

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

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

Lockdown drills (A.L.I.C.E.) will be conducted quarterly.

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

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

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the 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.

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.

Emergency Response Plan:

ASSUMPTIONS AND PURPOSE:

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

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

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

Level One Emergency

A localized emergency that school site personnel can manage by following their own emergency plan.

Example: Power outage, campus disorder

Level Two Emergency

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

Example: fire, intruder on campus, bomb threat.

Level Three Emergency

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

Initiated by the Superintendent, principal or designee;

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

Reviewed annually for modifications.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

On an annual basis:

Time is allocated to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage.

Certifications will be kept up-to-date. The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

MULTI-HAZARD REFERENCE GUIDE:

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

The Barstow Unified School District has selected four signals:

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

Definitions: Incidents, Emergencies, Disasters

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

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:

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

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

Earthquake Overview:

Major Earthquake Threat Summary:

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

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

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

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 3 - Local Emergency

A minor to 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.

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.

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.

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.

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.

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.

Response Phase:

Pre-Impact:

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

Immediate Impact:

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

Sustained:

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

Recovery Phase:

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

LOCKDOWN PROCEDURES:

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

ALERT:

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

1. Alert teachers and/or staff to initiate A.L.I.C.E. (code word may be used) and provide information on what and where the threat is. Teachers and staff may receive and provide information needed to support and make decisions.
2. Activate Site Incident Command Post which will:
 - a. Provide as much real time information to staff and students as possible: who, what, where, etc..

- b. Contact emergency personnel on and off site, as needed.
- c. Contact District Office.
- d. Secure building entrances, ensuring that no authorized individuals leave or enter the school.
- e. Initiate portions or all of the Incident Command Team to assist in the event.
3. Remind staff to be prepared to evacuate to a safer location.
4. Stay in control of all site activities until emergency personnel arrive.

LOCKDOWN:

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

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

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

1. If outside, move students into classroom or designated safe interior buildings.
2. Close all windows, lock all doors, and turn off lights.
3. If lockdown is modified (principal will advise), teachers may continue with their normal schedule inside the classroom and interior of building.
4. If lockdown is not modified, students are to spread out and sit in small groups away from doors and windows.
5. Look for alternate escape routes (another door/ window).
6. Barricade the doors
7. REFUSE to open the door to anyone or following a fire alarm. REFUSE to release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. Dial 911 when safe
9. When able report any missing or extra students.
10. When able check status of "buddy".
11. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises your students.

INFORM:

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

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

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

1. Dial 911 when safe.
2. Report any missing or extra students.
3. Check status of "buddy" when safe.
4. 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.

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

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

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

EVACUATE:

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

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown event by announcing "All Clear". Teachers will not release students until "All Clear" is heard.
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, 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.

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. It can also be activated in the event of a community event that necessitates heightened awareness and security in case it becomes a campus threat.

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 as appropriate.
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. Control all 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 as appropriate (site decision if DO not involved), principal or designee will deactivate Shelter in Place by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office or site counselor 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.

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 / Staff 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 and staff may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

DROP, COVER & HOLD AND PROCEDURES:

This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening 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!

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

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to 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

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

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Other Means of Correction (Education Code 48900.5):

Suspension, including supervised suspension (commonly known as In School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct. Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or (e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons. A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts 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.

Grounds for suspension which fall under Education Code 48900:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor cigarettes or other vapor devices, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products (nicotine).
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing.
- r. Engaged in an act of bullying. For the purposes of this subdivision the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal 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.

Expulsion Policies under Education Code 48915:

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

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

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

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

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered

by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. 48900.3.

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

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

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

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

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

Staff Notification of Dangerous Students:

A. Notification Procedures:

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

(1) Student discipline records are kept separate from cumulative files. At the start of the school year and as students enroll who have committed a "dangerous act" within the last 3 years, teachers are invited to review any discipline files for students assigned to their classroom. Records are kept securely in the office.

(2) Anytime during the school year, teachers will have access to the discipline records of the students assigned to them. They must request to review them. After review, the teacher must return the records to the Administrative Assistant.

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

B. Staff Training:

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

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

Sexual Harassment Policy:

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

conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education; 4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

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

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

C. Staff Training:

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

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

This is the Board-Approved Barstow Unified School District Elementary Dress Code:

Clothing:

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

Footwear:

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

Headwear:

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

Accessories:

7. Any apparel, jewelry, accessory, notebook, hair net, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes membership in or relationship to a group/gang (as identified by Barstow Police Department) which advocates or promotes drug use, disruptive behavior, violence or may be a potential safety hazard is not permitted. Accessories include but are not limited to: jewelry, personal items such as back packs, fanny packs, purses, book bags, gym bags, water bottles, lunch boxes, etc.
8. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for the student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.

9. Body rings/piercings, tongue studs, bracelets, large rings, dangling earrings, belt/wallet chains, studded chokers, belts or lanyards hanging from clothing or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted in the elementary grades. Stud earrings and hoop earrings no more than ½ inch in diameter are allowed to be worn in the ears. Jewelry that does not meet dress code requirements will be removed at the direction of the principal or designee.
10. Make-up, perfume, cologne, and false fingernails are not permitted in the elementary grades.
11. Tattoos are to be covered at the elementary grades.
12. Gloves may be worn during inclement weather only.

Hairstyles:

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

Additional Information:

14. Meeting the requirements of Administrative Regulation 5132 (student dress) does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.
15. Anything not specifically covered in the above rules and regulations that is disruptive to the educational process or considered to pose a safety hazard will be at the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.
16. The state of California and the Barstow Unified School District Board of Trustees is also concerned about health issues related to safety. They include protection from sun damage to students. When out of doors, in sunny areas, students are encouraged to wear clothing including unadorned hats, caps, and sunglasses designed to protect students from sun damage. Sun screen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5)

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

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

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

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

Barstow Unified School District (and Skyline North Elementary) has such plans in place.

B. On-Campus Evacuation/Assembly Location:

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

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

D. COVID-19- Considerations: Currently:

1. All visitors will enter and exit the school through the front office.
2. Masks are required indoors for all school-related events and distributions (work, awards, etc.). Students and staff continue to wear masks indoors.
3. Skyline administration and staff will continue to follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors.

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

Component:

School Connectedness/ School Climate

Element:

Skyline North Elementary School strives to provide an inclusive educational environment where students, parents and guardians, staff, and community members of diverse cultural, racial, and religious backgrounds are able to feel connected and valued, as well as to effectively communicate and interact in respectful ways. Currently, Skyline North Elementary School boasts robust, site-wide PBIS efforts that promote and positively recognize any community, staff, and student efforts to be respectful, responsible, and safe. More specifically, Skyline Elementary has an active PBIS team that meets regularly to discuss data related to student achievement and behavior. In addition, the administration at Skyline Elementary seeks out professional development opportunities for all staff members related to anti-bullying, culturally responsive and culturally relevant pedagogy, and site-wide PBIS effectiveness. Skyline staff and administration work together regularly with the goal of providing a stimulating academic environment in which all students are able to feel safe, grow intellectually, develop self-assurance, and gain an appreciation and respect for the diversity in the world around them. Finally, Skyline is host to a variety of family and community events each year.

Opportunity for Improvement:

Given the re-opening of schools to students following almost an entire year of closures, related to School Connectedness and School Climate, Skyline North Elementary will continue to work on the following three objectives established last year:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Related to providing opportunities for professional development (#1 above)	<p>1. Site administration, in accordance with the district office, will seek out, coordinate, and/or accept professional development opportunities provided by the district, through SELPA, and through attendance at outside conferences. Coordination includes provision of site funds as appropriate.</p> <p>2. Staff will be encouraged to seek professional development opportunities related to CR-PBIS and to submit proposals for their approval to site administration.</p> <p>3. Principal or designee will attend trainings alongside staff in order to learn alongside staff as well as to plan follow-up activities to ensure fidelity of implementation of said trainings.</p> <p>4. In addition to training provided to all staff, the CR-PBIS team will continue to attend additional trainings and meetings provided by SELPA and the District.</p> <p>5. Specific to preventing harassment and bullying, site administration will continue to review district policy with all staff at least yearly, have copies of written policy available for employees and students, and place posters regarding such policies in strategic places on campus.</p> <p>6. Finally, site administration will begin each meeting with a review of the district's recently adopted Statement of Principals.</p>	<p>1. District-provided trainings, district personnel</p> <p>2. Site administration</p> <p>3. Title I funding, as appropriated in approved SPSA</p> <p>4. LCAP funding, as appropriated in approved SPSA</p>	Principal or Designee	<p>1. Staff evaluations of professional development opportunities and/or weekly professional development reflections.</p> <p>2. Professional development documentation.</p> <p>3. CR-PBIS meeting minutes- related data review</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Related to building and sustaining positive relationships with parents/ guardians and community members (#2 above)	<ol style="list-style-type: none"> 1. Site administration will ensure an active SSC and ELAC and keep parents informed of all SSC and ELAC activity. 2. Skyline Elementary will provide multiple opportunities for parents/ guardians and community members to attend outreach events (SSC meetings, ELAC meetings, parent conferences, awards assemblies, family nights, Fall Festival, Winter Wonderland, etc.). 3. Skyline Elementary will continue to provide virtual access to events as possible and appropriate for as long as needed as a result of the Covid-19 pandemic and health concerns. 4. Skyline Elementary will maintain a website and Facebook page and actively inform the community about school events and involvement opportunities. 5. Site administration will send out newsletters often to the community as well as event calendars. Teachers will also send regular communications to families using district-approved apps. 6. Specific to ensuring a safe campus, Skyline will instruct parents/ guardians regarding the district's anti-bullying procedures, how and where to report instances of bullying, and will investigate any bullying complaints immediately. 	<ol style="list-style-type: none"> 1. Site administration 2. Title I funding, as appropriated in approved SPSA 3. LCAP funding, as appropriated in approved SPSA 4. District website, Site website 	Principal or Designee	<ol style="list-style-type: none"> 1. Parent/ guardian surveys 2. SSC and ELAC meeting minutes 3. Outreach event attendance logs and/or summary reports 4. Conference sign-in sheets

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

Component:

General Safety Procedures (Assurance of Preparedness)

Element:

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

Opportunity for Improvement:

Skyline North Elementary will continue to work on the following three objectives:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Related to updating and practicing safety routines and procedures (#1 above)	<p>1. The Skyline North Safety Team will meet at least annually and as appropriate to review the Comprehensive Safe School Plan and related safety procedures, conduct safety walks, and update safety and emergency procedures as needed.</p> <p>2. Skyline administration will continue to educate students and staff related to safety procedures (crisis procedures, disaster procedures, emergency lockdown and evacuation procedures) and to practice such procedures regularly (preparedness drills).</p> <p>3. Skyline will include related procedures in the site safety plan, parent handbook, and staff handbook.</p> <p>4. Skyline will continue to update site safety plans and information in handbooks in compliance with updated district preparedness information and procedures.</p> <p>5. Skyline will continue to distribute Safety Matters publications and to hold staff accountable for reading them as they are provided by upper management.</p> <p>6. *During the Covid-19 pandemic, Skyline administration and staff will continue to follow the district Injury & Illness Prevention Plan and updated Covid-related procedures to ensure the safety of all students, staff, and visitors.</p>	<p>1. Existing procedures and policies (district and site)</p> <p>2. Site and district administration</p> <p>3. LCAP funds</p> <p>4. Local law enforcement</p> <p>5. Other schools and community members (related to certain emergency drills)</p> <p>6. School Site Council</p>	Principal or Designee	<p>1. Observations recorded during routine drills are reviewed with stakeholders</p> <p>2. Site and district feedback following drills or incidents</p> <p>3. Police and community reports following drills or incidents</p> <p>4. Safety Matters publications staff acknowledgements</p>

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

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

Component:

Ingress and Egress of Students

Element:

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

Opportunity for Improvement:

Skyline North Elementary will continue to work on the following objectives:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Related to maintenance of updated procedures for ingress and egress (#1 above)	<ol style="list-style-type: none"> 1. Review procedures annually and as needed with Site Safety Team. 2. Implement and practice procedures for safe entry and exit of students, parents, and school employees regularly and as needed. 3. Ensure adequate signage to inform parents/ guardians/ visitors as to procedures for ingress and egress. 4. *During a pandemic, Skyline administration and staff will follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors. 	<ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District Safety Team 4. School Site Council 5. LCAP funding (signage) 	Principal or Designee	<ol style="list-style-type: none"> 1. Site Safety Team feedback/ meeting minutes 2. Safety Walk observation data 3. Related staff surveys
Related to bus evacuation drills (#2 above)	<ol style="list-style-type: none"> 1. Work with First Student to schedule and conduct disaster drills as required by law. 2. Evaluate the effectiveness of drills when they are conducted with all relevant stakeholders. <p>*Only on hold as necessary during the pandemic and due to staff shortages. Mock drills without actual evacuation conducted in interim.</p>	<ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District Safety Team 4. First Student Designee 	<p>First Student</p> <p>**Note: Drill for 2021-2022 school year TBD.</p> <p>First Student does not have date as of 2-16-22.**</p>	<ol style="list-style-type: none"> 1. Site Safety Team feedback/ meeting minutes 2. Drill observation data 3. Related staff surveys 4. Feedback from First Student
Related to maintaining safe parking lots (#3 above)	<ol style="list-style-type: none"> 1. Regularly inspect parking lot for safety. 2. Conduct safety walks of parking lots specifically during high-traffic times. 3. Submit work orders as necessary to ensure safety of staff, students, and community. 	<ol style="list-style-type: none"> 1. Site Safety Team 2. Site administration 3. District maintenance 	Principal or Designee	<ol style="list-style-type: none"> 1. Site Safety Team feedback/ meeting minutes 2. Related staff or community surveys

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

Skyline North 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:

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

C. Site Discipline

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

D. Staff Training

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

Conduct Code Procedures

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

Related to clear behavioral expectations, Skyline North has returned namely to use of its regular matrix developed for in-person instruction. That said, for students involved in any Skyline-related distance-learning and/or participating online during Covid-related quarantine and independent study, Skyline continues to utilize a distance-learning matrix that was created by the CR-PBIS team in response to the pandemic in the 2020-2021 school year and reviewed and re-approved by relevant stakeholders at the start of the 2021-2022 school year. Both matrices appear in the Parent Handbook.

The Skyline North Elementary CR-PBIS Manual contains a PBIS overview and site-specific PBIS information. The manual is intended to be used to increase positive behavioral interventions and supports as a way to improve discipline and behavior. The focus of the current PBIS manual is proactive instruction and prevention of unwanted behaviors, not punishment. The manual outlines behavioral expectations and contains model behavior lesson plans, behavior matrices, student school-wide incentive information, as well as differentiates between classroom-managed behaviors and office-managed behaviors. It also contains information about Tier 1 universal supports, Tier 2 interventions, and Tier 3 supports. Finally, the manual also provides descriptions of minor offenses/infractions and major offenses/infractions. This manual is updated regularly, provided to all staff, and available on site. It is due to be updated in advance of the next academic year. The current CR-PBIS team has begun this work. Staff input is being collected.

Minor Offenses/ Infractions:

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

Major Offenses/Infractions:

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

(J) Hate Crime Reporting Procedures and Policies

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

BUSD Procedural Steps:

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

BUSD's anti-bullying policy was most recently updated in the 2020-2021 school year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Barstow Unified School District Anti-Bullying Policy

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

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

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

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

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

TYPES OF BULLYING:

VERBAL BULLYING:

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

SOCIAL BULLYING:

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

PHYSICAL BULLYING:

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

V. PREVENTION - Recognize. Refuse. Report. (3R's for Prevention)

RECOGNIZE: Is it bullying?

1. Was the behavior carried out on purpose?

2. Was the behavior intended to cause harm?

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

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

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

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

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

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

REFUSE:

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

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

REPORT:

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

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

REPORT:

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

RESEARCH:

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

RESPOND:

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

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

VIII. EDUCATION AND OUTREACH - To ensure bullying does not occur on school campuses, Barstow Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Safety Plan Review, Evaluation and Amendment Procedures

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

This guideline/ checklist has been organized into two parts:

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

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

Safety Plan Appendices

Emergency Contact Numbers

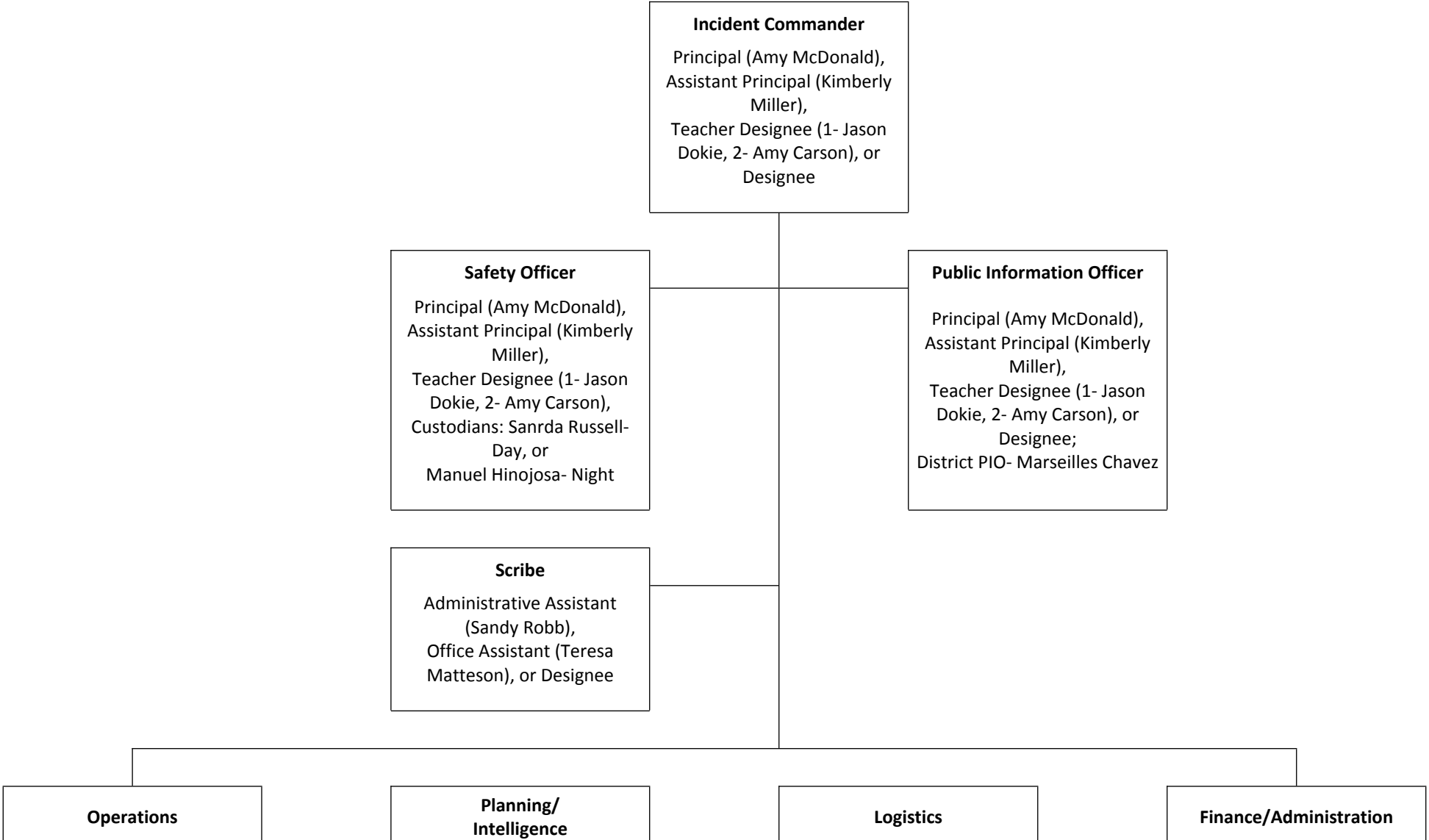
Utilities, Responders and Communication Resources

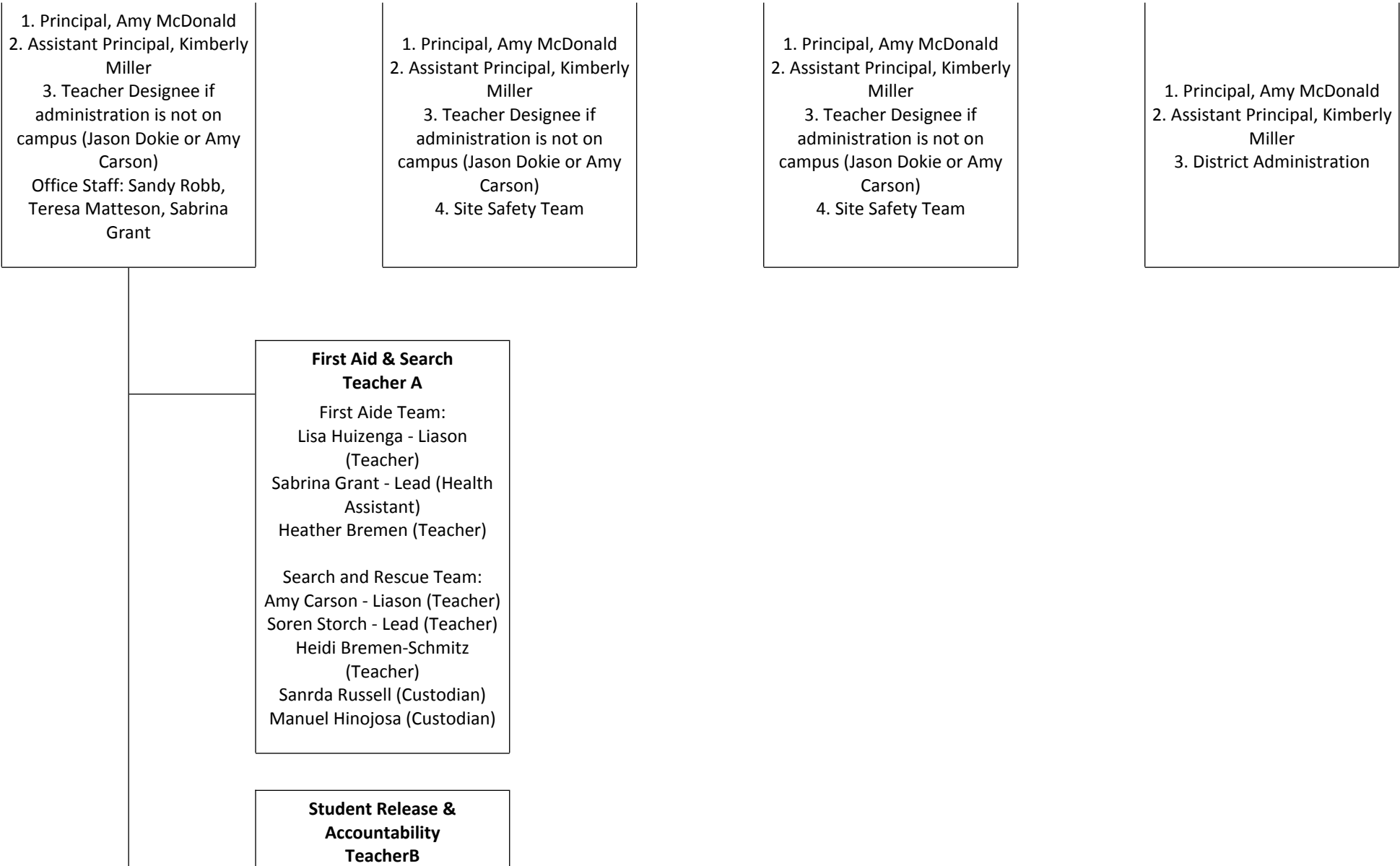
Type	Vendor	Number	Comments
Emergency Services	Emergency Services	911	
Law Enforcement/Fire/Paramedic	Barstow Police Department Dispatch	760-256-2211	
Law Enforcement/Fire/Paramedic	San Bernardino County Sherriff Department	760-256-4838	760-256-1796
School District	Superintendent Office	760-255-6006	
School District	Skyline North Elementary Principal	760-255-6090	Principal Extension 6094
American National Red Cross	American National Red Cross	760-245-6511	

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)
Emergency Drill Schedule- During in-person instruction	10/2021-5/2022 Due to the need to teach and re-teach basic and Covid-related safety expectations following a return to in-person instruction following more than a year of closures, school-wide safety drills did not begin until October, 2020.	Drill Schedule- attached at the end of Safety Plan
Emergency Evacuation Plan for Fire	8/2021-8/2022	In Safety Plan and located at school site
Earthquake Procedures & Evacuation Plan	8/2021-8/2022	In Safety Plan and located at school site
Site Emergency Preparedness Plan Team & Responsibilities	8/2021-8/2022	In Safety Plan and located at school site
Anti-Bullying Policy	8/2021-8/2022; District update 2/2021	In Safety Plan, located at school site, on district and site websites
Evacuation Maps (On-site building evacuation attached; off-site evacuation map concealed)	8/2021-8/2022	Located at school site- other than fire or basic evacuation map (attached at the end of Safety Plan)
Emergency Phone Tree	8/2021-8/2022	In Safety Plan and located at school site
Injury & Illness Prevention Plans (IIPP)- District- COVID IIPP and Site plan	8/2021-8/2022; District update 2/2021	Attached at the end of Safety Plan

Skyline North Elementary School Incident Command System





Student Release Team:
Sandy Robb (Administrative
Assistant)
Teresa Matteson (Office
Assistant)
Michelle Alvarez - Lead
(Teacher)
Shelley Carlson (Counselor)
Aaliyah Blanchard (Teacher)
Angela Sanders (Teacher)
Robyn Guelfo (Teacher)
Lauren Rogers (Paraeducator)
Magda Romo (Paraeducator)

Student and Staff
Accountability Team:
Michelle Alvarez - Lead
(Teacher)
Shelley Carlson (Counselor)
Aaliyah Blanchard (Teacher)
Angela Sanders (Teacher)
Robyn Guelfo (Teacher)
Lauren Rogers (Paraeducator)
Magda Romo (Paraeducator)

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:

Management, Planning & Intelligence, Operations, Logistics, Finance, & Administration. See organizational chart.

Skyline North Elementary Incident Command System (ICS) By Zones, Roles, & Responsibilities:

COMMAND CENTER:

Central information of all Support Teams and final decision making of all actions. Access to district policies/contacts, staff records, student records

Highest Ranking Staff Member - Site Incident Commander, Amy McDonald (Principal, SPANISH SPEAKER) or Kimberly Miller (Assistant Principal) or Designee

Sandra Peavler – Liaison, Secondary Site Commander (Teacher)

Sandy Robb- Secretary (Secretary)

Teresa Matteson (Office Assistant)

Betty Malan (Success Para Educator, SPANISH SPEAKER)

Carmen Butler (Para Educator, GERMAN SPEAKER)

SECURITY TEAM: (On campus in relevant locations)

Ensures Safety on the campus.

Jason Dokie– Liaison, Teacher Designee/ Secondary Site Commander (Teacher)

Lydia Luna (Support- Paraeducator)

Jeanette Milanez (Support- Teacher)

Rovers as needed

FIRST AID:

Attend to injured applying First Aid/CPR.

Lisa Huizenga- Liaison (Teacher)

Sabrina Grant – Lead (School Nurse)

Heather Bremen (Teacher)

SEARCH AND RESCUE TEAM:

Check evacuated buildings, rooms, rest rooms, library and offices for anyone that is not with their class at the Safe Zone.

Amy Carson- Lead (Teacher)

Soren Storch- Liaison (Teacher)

Heidi Bremen-Schmitz- (Teacher)

Sandra Russel (Day Custodian)

Manuel Hinojosa (Night Custodian)

SAFETY ZONE:

Team members will organize students, maintain attention and order, comfort students, keep track and record One to One Dismissal (Staff hands off directly to contacts on file), and set-up stations to accommodate for food, water, toilet, and sleep as necessary.

Michelle Alvarez– Lead (Teacher)

Shelley Carlson- (Counselor)

Aaliyah Blanchard- (Teacher)

Angela Sanders- (Teacher)

Robyn (Widmer) Guelfo- (Teacher)

Lauren Rogers- (Paraeducator)

Madga Romo- (Paraduecator)

Safety Zone Stations (Set-up stations in order of need and available staff):

1. Class line-up (Responsible: All teachers drop off students in pre-arranged order.)
2. Student Check-Out (Responsible: Teresa Matteson (Check-out coordinator), Betty Malan (Support), Carmen Butler (Support))
3. Food (Responsible: Sandra Russell, Manuel Hinojosa, Rovers)
4. Water (Responsible: Sandra Russell, Manuel Hinojosa, Rovers)
5. Toilets (Responsible: Sandra Russell, Manuel Hinojosa, Rovers)
6. Sleep (Responsible: Sandra Russell, Manuel Hinojosa, Rovers)
7. Disciplinary (Responsible: Kimberly Miller (Lead), Shelley Carlson (Support), Madga Romo (Support))
8. Triage (Responsible: Sabrina Grant- Must be out of view of other students separated by barrier.)

ROVING TEAM- Located by Incident Command:

Kimberly Miller (Assistant Principal, Lead)

Myrla Pate (Librarian)

Maria Sanchez (EL Paraeducator, SPANISH SPEAKER)

Any Substitutes

Roles and Responsibilities:

1. Site Commander -- Initiate
2. Liaison -- Conveys information between Incident Commander and Team Leads.
3. Lead -- Takes objectives from Incident Commander through Liaison. Organizes and leads team in a manner that achieves objectives.

Training -- Required for all personnel to be able to access info. (Passwords/Users)

1. Line-up Students
2. Roll Call
3. Get to Job Placement
4. Radios
5. First Aid/CPR
6. Set-up
 - a. Student Check Out
 - i. Teresa Matteson (Lead)- Needs Radio, Contacts on File, Sign out clipboard, pens/markers, Table
 - ii. Betty Malan, Carmen Butler (Set-up station, Pick-up students and bring them to gate, help communicate with parents.)
 - iii. Call for Rover (Open and Manage Gate under Teresa Matteson's instruction.)
 - b. Food
 - i. Trash Cans
 - c. Water
 - i. Water Fountains, Cups, Bottled Waters
 - d. Toilets
 - i. Toilets (Substitute: Buckets, Bucket Cover, Seat, Grocery Bags, Barriers,
 - ii. Toilet Paper (Substitute: Tissues, socks, shirts, or paper like referrals, HW, and Tests)
 - e. Sleep
 - i. Pillows (Substitute: Back Pack, Jackets, Sweaters, Deflated balls,
 - ii. Blankets (Substitute: emergency blankets, jackets, sweaters, rugs,
 - f. Disciplinary
 - g. Triage (Medical)
 - i. Barriers, beds, blankets, pillows, First Aid Supplies (Nurse Office, Room 7, and Red Bags)
7. Accessing District Policies / Contacts, Staff contacts, Students contacts

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Campus Disorder
Firearm/Shooting
Hostage/Barricaded Subject
Threatening Intruder

How to and When to Shelter-In-Place:

Air Pollution
Biological/Chemical Threat
Chemical Spills
Severe Weather
Stinging Insects
Potential Community Threat Necessitating Heightened Awareness

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

Aircraft Accident
Bomb Threat
Earthquake
Flood Fire/Explosion

*During a pandemic, Skyline administration and staff will follow the district Injury & Illness Prevention Plan to ensure the safety of all students, staff, and visitors.

Step Two: Identify the Level of Emergency

There are three levels of emergencies:

Level One Emergency: A localized emergency that school site personnel can manage by following their own emergency plan.

Example: Power outage, campus disorder

Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc. Example: fire, intruder on campus, bomb threat.

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

Step Three: Determine the Immediate Response Action

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

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

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

Step Four: Communicate the Appropriate Response Action

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. Hand-held radios, a bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites will be established with the use of two-way radios.

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT:

If staff is witness to an airplane accident, they will:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

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

After Emergency:

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

Animal Disturbance

STINGING INSECTS:

If staff is witness to a beehive or swarm of stinging insects on campus, they will:

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

Principal or Designee will:

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

Teachers will:

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

9. When able, initiate extra duties as assigned.

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

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

After Emergency:

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

Armed Assault on Campus

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.

In the event of a campus disorder, staff or community safety personnel will:

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.

4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Biological or Chemical Release

AIR POLLUTION:

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

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

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

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

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

BIOLOGICAL/CHEMICAL THREAT:

During Emergency

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

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with "Personal" or "Confidential" notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn't match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

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

Principal or Designee will:

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

Teachers will:

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

After Emergency:

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

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

CHEMICAL SPILL/TOXIC EMISSIONS:

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

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

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

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/HazMat)
 - b. Contact District Office
 - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).

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

Teachers will:

1. Shelter In Place and wait for principal or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators. Be ready to report any missing or injured students.
5. If directed to evacuate, follow standard procedures
6. When able, check "buddy" for safety.
7. When able initiate extra duties as assigned.

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Bomb Threat/ Threat Of violence

BOMB THREAT:

If a threat is received by telephone:

1. Pay close attention to:
 - Exact wording
 - Speech characteristics
 - Background noises
2. Ask these questions:
 - Where is the bomb?
 - What kind of bomb?
 - When will it go off?
 - How big is it?
 - Why are you doing this?

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

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

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

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

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

Note: Unusual or suspicious objects may be:

- a. An antenna sticking out of a back pack;
 - b. A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
 - c. A back pack that is ticking;
 - d. 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.

Skyline continues to be committed to these district-outlined and approved procedures.

Bus Disaster

If you are witness to a bus accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Disorderly Conduct

CAMPUS DISORDER:

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

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.

5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
9. When able report any missing or extra students.
10. When able check status of “buddy”.
11. When able initiate additional duties as assigned.

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Earthquake

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.

Skyline continues to be committed to these district-outlined and approved procedures.

Explosion or Risk Of Explosion

If a fire or explosion occurs:

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

The Principal or Designee will:

1. Activate the Site Incident Command Post, which will, among other things:
 - a. Contact the fire department/9-1-1 for assistance.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issue and safe evacuation routes.
2. If evacuation is necessary, check for safest route.

3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

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

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Fire in Surrounding Area

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

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.

Skyline continues to be committed to these district-outlined and approved procedures.

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

After Emergency:

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

FLOOD:

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

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

Teachers will:

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

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Loss or Failure Of Utilities

Notify School Office and follow evacuation procedures if necessary. See attached evacuation map for on-site evacuation when appropriate. District personnel will always be informed immediately.

Motor Vehicle Crash

If you are witness to the accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Psychological Trauma

Report to school site administration and/or school counselor immediately. District protocols will be followed and a crisis prevention team notified if necessary. Skyline continues to be committed to all related district-outlined and approved procedures, including related suicide-prevention protocols that sometimes require collaboration with the Crisis Intervention Team.

Suspected Contamination of Food or Water

Report to school office personnel and school site administration immediately. Do not drink/eat the food or water until suspected contamination is determined safe. Skyline continues to be committed to this district-outlined and approved response.

Tactical Responses to Criminal Incidents

Skyline is committed to work alongside the Sheriff and/or Police Department as necessary and appropriate to ensure the safety of its students and staff. We will follow Active Shooter Drill Procedures as necessary as well as district-approved Shelter-in-Place and Lockdown procedures.

Unlawful Demonstration or Walkout

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

Any staff member witnessing such a disorder is to:

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

Principal or Designee will: (If out of principals or designee's control, the Site Incident Command Post will be activated and will):

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

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

Shelter in Place: Teachers will:

1. Close all windows, lock doors, and turn off lights.
2. Turn off television.
3. Do not evacuate if you hear a fire alarm.
4. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
5. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
6. Wait for changes and directives communicated by site administration or relevant authority.

Activate A.L.I.C.E.:

1. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions.
2. Lockdown:
 - a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
3. Inform:
 - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
4. Counter: (Be Prepared to if absolutely necessary)
 - a. Make noise
 - b. Move quickly
 - c. Throw things
 - d. Create distractions
 - e. Swarm
 - f. Distance
5. Evacuate: GET OUT- If you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!

After Emergency:

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

Skyline continues to be committed to these district-outlined and approved procedures.

Emergency Evacuation Map



**Mental Health Matters in Barstow
(MHMB)**

BULLYING PREVENTION & INTERVENTION HANDBOOK



POLICY AND INTERVENTION PROTOCOL

I. SUBJECT

Bullying Prevention and Intervention Protocol for Barstow Unified School District.

II. POLICY STATEMENT

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

III. RATIONALE

Barstow Unified School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. The 2015 School Crime Supplement - PDF (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, about 21% of students ages 12-18 experienced bullying. The 2017 [Youth Risk Behavior Surveillance System](#) (Centers for Disease Control and Prevention) indicates that, nationwide, 19% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey.

Therefore, Barstow Unified School District recognizes that bullying is a serious issue, and expects students, parents, and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts will be expected to take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. Please see BP 5131.2 for additional information.

IV. DEFINITIONS

Bullying: unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or there is a pattern of pervasive behavior over time. *Both kids, who are bullied and who bully others may have serious, lasting problems.*

In order for it to be considered bullying, the behavior must be aggressive and include:

- ***An Imbalance of Power:*** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- ***Repetition:*** Bullying behaviors happen more than once or there is a pattern of pervasive behaviors over time



Types of Bullying:

Verbal bullying: saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying (sometimes referred to as **relational bullying**): involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying: involves hurting a person's body or possessions. Physical bullying includes:

- Taking or breaking someone's things
- Making mean or rude hand gestures
- Spitting
- Tripping/pushing
- Hitting/kicking/pinching

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

V. PREVENTION

Recognize. Refuse. Report. **(3R's for Prevention)**

Recognize. Is it bullying?

1. Was the behavior carried out on purpose? ☐ Yes ☐ No
2. Was the behavior intended to cause harm? ☐ Yes ☐ No
(Harm may be physical, verbal, relational, social, emotional, and/or via electronic communication)
3. Have there been patterned and pervasive acts of this behavior? ☐ Yes ☐ No
 - 3a. Does the behavior include electronic communications that can be viewed an unlimited number of times by an unlimited number of people? ☐ Yes ☐ No
4. Does the imbalance of power exist and/or is the target of the behavior unable to stop the bullying behavior from continuing? ☐ Yes ☐ No

If the answers to questions 1-4 are ALL **YES**, please refer this incident to a trained professional within 24 hours. (See steps to **Report** under VI. INTERVENTION PROTOCOL)

If you provided a NO response to any of the questions (not including 3a), the person completing this form should address the unwanted behavior with the young person according to school, group or home standards of conduct. Every effort should be taken to address the behavior with the young persons as soon as possible.

<http://signewhitson.com/wp-content/uploads/2017/10/ScreeningTool.pdf>



Refuse

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

Report

If bullying behaviors are present:

1. behavior is being carried out on purpose,
2. behavior is intended to cause harm,
3. there has been patterned and pervasive acts of this behavior,
4. there's an imbalance of power that exists and/or the target of the behavior is unable to stop the bullying behavior from continuing

Then it must be immediately reported to the appropriate school authorities, Step VI. INTERVENTION PROTOCOL will be followed for reporting.

VI. INTERVENTION PROTOCOL

Report. Research. Respond. (3R's for Intervention)

Report

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

Research

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

Respond

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

VII. STUDENT CODE OF CONDUCT

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



VIII. EDUCATION AND OUTREACH

To ensure bullying does not occur on school campuses, Barstow Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

IX. RESOURCES

<https://www.stopbullying.gov/>

<https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>

<http://signewhitson.com/wp-content/uploads/2017/10/ScreeningTool.pdf>



Forms and Procedures for BUSD Bullying Prevention & Intervention Protocol

Step 1: REPORT

Bullying Behavior Report Form is filled out by complainant

Step 2: RESEARCH

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

Step 3: RESPOND

After conducting an investigation, administrator or designee will respond appropriately based on the findings and fill out the Bullying Intervention Response Form



Bullying Behavior Report Form

Step 1: Report

Confidential Information

This form may be used by any student or adult to report ‘mistreatment by others.’ This may include alleged bullying, behavior, harassment, discrimination, injury or cyber related incidents.

SCHOOL:	TODAY’S DATE:
REPORTING PERSON (Please Print First and Last Name):	
IF STUDENT, ID# & GRADE:	
CONTACT INFORMATION (Home Phone/Cell/Email/Homeroom Teacher):	
DO YOU WANT TO BE KEPT ANONYMOUS? <input type="checkbox"/> YES <input type="checkbox"/> NO	
INCIDENT DATE(S) AND TIME(s):	
I am (check one): <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Community Member <input type="checkbox"/> Other: _____	
I am the Person who (check one): <input type="checkbox"/> was bullied <input type="checkbox"/> participated in bullying <input type="checkbox"/> witnessed bullying <input type="checkbox"/> is concerned about bullying <input type="checkbox"/> other: _____	
HAVE YOU REPORTED THIS INCIDENT IN THE PAST? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, to whom and on what date?	
PERSON(S) YOUR COMPLAINT INVOLVES (if known) Name(s) of Person(s) being bullied: _____ Name(s) of Person(s) whom are being reported for bullying: _____	
WERE THERE ANY WITNESSES? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, list their name(s): 1. _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____ 2. _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____ 3. _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____	
WHERE DID THE BULLYING BEHAVIOR HAPPEN? (Check all that apply): <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> School bus <input type="checkbox"/> Lunchroom <input type="checkbox"/> Cell phone <input type="checkbox"/> Internet <input type="checkbox"/> Outside <input type="checkbox"/> Gym <input type="checkbox"/> Field <input type="checkbox"/> To/From School <input type="checkbox"/> Another campus <input type="checkbox"/> Other: _____	



BARSTOW

UNIFIED SCHOOL DISTRICT

DO YOU HAVE EVIDENCE OF THE BULLYING BEHAVIOR? ☐ YES ☐ NO

If yes, choose the type of evidence that apply:

- ☐ Text message(s) ☐ Video(s) ☐ Screenshot(s) ☐ Note(s) ☐ Social Media
☐ Other: _____

Please check the box that best describes what the accused did. Please choose all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Physical: Hitting, kicking, shoving, spitting, etc. | <input type="checkbox"/> Making rude and/or threatening gestures |
| <input type="checkbox"/> Getting another person to hit or harm other student | <input type="checkbox"/> Excluding or rejecting the student |
| <input type="checkbox"/> Teasing, name calling, put downs, criticizing, jokes | <input type="checkbox"/> Spreading hurtful rumors or gossip |
| <input type="checkbox"/> Property issues. (hiding, damaging, taking) | <input type="checkbox"/> Cyberbullying: social media, etc. |
| <input type="checkbox"/> Threatening in person, by phone, by email, etc. | <input type="checkbox"/> Inappropriate Touching |
| <input type="checkbox"/> Making rude and/or threatening gestures | <input type="checkbox"/> Writing/Graffiti |
| <input type="checkbox"/> Extortion, demanding money/homework/etc. | <input type="checkbox"/> Stalking, shoving, flashing a weapon |
| <input type="checkbox"/> Other: _____ | |

Describe what happened. Use all exact language and as much detail as possible. If you need more space, feel free to attach an incident report or additional sheets onto this report.

By signing below, I agree that all of the information on this form is accurate and to the best of my knowledge.

Signature of Complainant

Date

Print Name and Title of School Official
receiving Bully Behavior Report Form

Signature of School Official
receiving Bully Behavior Report Form

Date

Please submit this form to the school principal or assistant principal. If you need assistance in completing this form, please contact a school official. Complaints will be investigated and resolved within 15 school days of receipt of this complaint form.



Bullying Investigation Form

Step 2: Research

Confidential Information

This form may be used by any Administrator or designee whom will review and investigate any complaints or reports of any form of bullying. This may include alleged bullying, behavior, harassment, discrimination, injury or cyber related incidents.

SCHOOL:	TODAY'S DATE & TIME:
PRINCIPAL OR DESIGNEE NAME: TITLE:	
REPORTING PERSON (Please Print First and Last Name): _____ <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Community Member <input type="checkbox"/> Other: _____	
NAME OF PERSON BEING BULLIED: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other: _____ Grade: _____ Student ID#: _____	
NAME(S) OF PERSON(S) WHOM ARE BEING REPORTED FOR BULLYING: Name: _____ Grade: _____ School: _____ Name: _____ Grade: _____ School: _____ Name: _____ Grade: _____ School: _____	
IF WITNESSES, LIST NAMES: Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____ Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____ Name: _____ <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other: _____ <p style="text-align: center;">***Feel free to attach Incident Reports written by witnesses onto this form***</p>	
INCIDENT DATE(S) AND TIME(s): <input type="checkbox"/> First Incident <input type="checkbox"/> Reoccurrence If Reoccurrence, list dates of prior documented incidents by aggressor: _____	
LOCATION OF BULLYING BEHAVIOR (Check all that apply): <div style="display: flex; flex-wrap: wrap; padding: 5px;"><div style="width: 33%;"><input type="checkbox"/> Classroom</div><div style="width: 33%;"><input type="checkbox"/> Hallway</div><div style="width: 33%;"><input type="checkbox"/> Restroom</div><div style="width: 33%;"><input type="checkbox"/> School bus</div><div style="width: 33%;"><input type="checkbox"/> Lunchroom</div><div style="width: 33%;"><input type="checkbox"/> Cell phone</div><div style="width: 33%;"><input type="checkbox"/> Internet</div><div style="width: 33%;"><input type="checkbox"/> Outside</div><div style="width: 33%;"><input type="checkbox"/> Gym</div><div style="width: 33%;"><input type="checkbox"/> Field</div><div style="width: 33%;"><input type="checkbox"/> To/From School</div><div style="width: 33%;"><input type="checkbox"/> Another campus</div><div style="width: 33%;"><input type="checkbox"/> Other: _____</div></div>	



EVIDENCE OF THE BULLYING BEHAVIOR? ☐ YES ☐ NO

If yes, choose the type of evidence that apply:

- ☐ Text message(s) ☐ Video(s) ☐ Screenshot(s) ☐ Note(s) ☐ Social Media
☐ Other: _____

*****Feel free to attach copies of evidence onto this form*****

TYPE OF BULLYING BEHAVIOR (Please choose all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Physical: Hitting, kicking, shoving, spitting, etc. | <input type="checkbox"/> Making rude and/or threatening gestures |
| <input type="checkbox"/> Getting another person to hit or harm other student | <input type="checkbox"/> Excluding or rejecting the student |
| <input type="checkbox"/> Teasing, name calling, put downs, criticizing, jokes | <input type="checkbox"/> Spreading hurtful rumors or gossip |
| <input type="checkbox"/> Property issues. (hiding, damaging, taking) | <input type="checkbox"/> Cyberbullying: social media, etc. |
| <input type="checkbox"/> Threatening in person, by phone, by email, etc. | <input type="checkbox"/> Inappropriate Touching |
| <input type="checkbox"/> Making rude and/or threatening gestures | <input type="checkbox"/> Writing/Graffiti |
| <input type="checkbox"/> Extortion, demanding money/homework/etc. | <input type="checkbox"/> Stalking, shoving, flashing a weapon |
| <input type="checkbox"/> Other: _____ | |

DID THE INCIDENT INFRINGE ON THE RIGHTS OF STUDENTS AND/OR STAFF? ☐ YES ☐ NO

If yes, please describe using as much detail as possible:

SUMMARY OF INVESTIGATION:

NOTES:



Bullying Intervention Response Form

Step 3: Respond

Confidential Information

This form may be used by any Administrator or designee after conducting an investigation and having reviewed complaints or reports of any form of bullying. This form may be used to document the appropriate response of the bullying complaint based on the findings.

SCHOOL:		TODAY'S DATE & TIME:	
PRINCIPAL OR DESIGNEE NAME: TITLE:			
NAME OF PERSON BEING BULLIED: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other: _____ Grade: _____ Student ID#: _____			
NAME(S) OF PERSON(S) WHOM ARE BEING REPORTED FOR BULLYING: Name: _____ Grade: _____ School: _____ Name: _____ Grade: _____ School: _____ Name: _____ Grade: _____ School: _____			
FINDING: <input type="checkbox"/> YES, this was Bullying <input type="checkbox"/> NO, this was identified as: _____			
NOTIFIED: <input type="checkbox"/> Parent/Guardian of student being bullied <input type="checkbox"/> Parent/Guardian of student whom was reported for bullying <input type="checkbox"/> Counselor <input type="checkbox"/> Health Clerk <input type="checkbox"/> Teacher(s) <input type="checkbox"/> District Office <input type="checkbox"/> Police <input type="checkbox"/> Other: _____			
ACTION(S) TAKEN FOR PERSON BEING BULLIED: <input type="checkbox"/> Schedule Change <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Off-School Suspension <input type="checkbox"/> BMC/Detention <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Denial of bus privileges <input type="checkbox"/> Expulsion recommended <input type="checkbox"/> Police report taken <input type="checkbox"/> Parent/Student Conference (in person) <input type="checkbox"/> Other: _____			
ACTION(S) TAKEN FOR PERSON(S) WHOM ARE BEING REPORTED FOR BULLYING: <input type="checkbox"/> Schedule Change <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Off-School Suspension <input type="checkbox"/> BMC/Detention <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Denial of bus privileges <input type="checkbox"/> Expulsion recommended <input type="checkbox"/> Police report taken <input type="checkbox"/> Parent/Student Conference (in person) <input type="checkbox"/> Other: _____ <input type="checkbox"/> 1st Incident <input type="checkbox"/> 2nd Incident <input type="checkbox"/> 3rd Incident <input type="checkbox"/> 4th Incident			
NOTES:			
_____ Signature of Principal/Designee		_____ Date	

Injury and Illness Prevention Program

COVID-19

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Cal/OSHA's regulations require protection for workers exposed to airborne infectious diseases such as the 2019 Novel Coronavirus Disease (COVID-19). This interim guidance provides employers and workers with information for preventing exposure to the Coronavirus (SARS-CoV-2), the virus that causes COVID-19. Employers and employees should review their own health and safety procedures as well as the recommendations and standards detailed below to ensure workers are protected.

It is the policy of the Barstow Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases are minimized by providing prevention, education, identification through examination, surveillance, immunization, treatment and follow-up, isolation, and reporting.

Employee Training

Provide regular training for employees on the following topics using interactive methods that are easy to understand including verbal, visual, web based-online, audiovisual and picture-centered handouts and other resources.

What is COVID-19?

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 Novel Coronavirus outbreak, first identified in Wuhan China. The new name of this disease is Coronavirus Disease 2019, abbreviated as COVID-19. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

What are the Symptoms of COVID-19?:

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

Procedures to Help Prevent the Spread of COVID-19

Protect Yourself

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness.

How does it spread?

- There is currently no vaccine to prevent Coronavirus Disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

To prevent the spread of respiratory infections from one person to the next, frequent hand washing is recommended.

Hand Hygiene

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is the best way to get rid of germs in most situations, and it's one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing 60-95% alcohol).

- Hand Washing with Soap and Water:
 - Wet hands first with water (avoid using hot water).
 - Apply soap to hands.
 - Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers.
 - Rinse hands with water and dry thoroughly with paper towel.
 - Use paper towel to turn off water faucet.

Handwashing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

- Using Alcohol-based Hand Rub (follow manufacturer's directions).

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

- Germs can be easily spread by:
 - Coughing, sneezing, or talking
 - Touching your face with unwashed hands after touching contaminated surfaces or objects
 - Touching surfaces or objects that may be frequently touched by other people
 - Covering coughs and sneezes and washing hands are especially important for infection control measures in healthcare settings, such as emergency departments, doctor's offices, and clinics.
- To help stop the spread of germs:
 - Cover mouth and nose with a tissue when coughing or sneezing.
 - Throw used tissues in the trash
 - If a tissue is not available, cough or sneeze into the elbow, not in hands.
 - Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people who are sick.

- Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Increase physical space between employees, and employees and the public (e.g., drive-through service, physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible worksites (e.g., telework).
- Increase physical space between employees at the worksite by modifying the workspace.
- Close or limit access to common areas where employees are likely to congregate and interact.
- Remember that some people without symptoms may be able to spread virus.
- Limit any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminate all non-essential and non-related services, such as entertainment activities.
- Distancing includes staying home from work when possible.
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

If an Employee is Sick

- If an employee is sick, it is important that they try to distance themselves from others, so not spread germs.
- Actively encourage sick employees to stay home
- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.
- Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:
 - At least three full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.
 - At least ten full days pass since symptoms first appeared.
- Ensure employees who return to work following an illness promptly report any recurrence of symptoms.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If an employee goes home because they are sick, the area/room/office where the person worked, the tools and equipment they used should be disinfected prior to use by others.

If a worker is confirmed to have COVID-19, employers should inform anyone they have come into contact with (including fellow employees) of their possible exposure to COVID-19 in the workplace but should maintain confidentiality as required by the Americans with Disabilities Act (ADA). The employer should instruct fellow employees about how to proceed based on the CDC Public Health Recommendations for Community-Related Exposure.

Personal Protective Equipment

Employers should conduct a hazard assessment to determine if hazards are present in the workplace that necessitate the use of PPE. If an employer identifies COVID-19 as a workplace hazard, they must select and provide exposed employees with properly fitting PPE that will effectively protect employees.

- Employees must follow guidelines for recommended PPE specified in chemical Safety Data Sheets while using disinfectants and other hazardous materials.
- Employers should stress hand hygiene before and after handling all PPE.

Note: Surgical and other non-respirator face masks do not protect persons from airborne infectious disease and cannot be relied upon for novel pathogens. They do not prevent inhalation of virus particles because they do not seal to the person's face and are not tested to the filtration efficiencies of respirators.

How to Clean and Disinfect

Wear disposable gloves to clean and disinfect.

- Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash (refer to SDS and labels for PPE requirements).
- Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

Cleaning

- Determine what needs to be cleaned. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas. Clean surfaces using soap and water. Practice routine cleaning of frequently touched surfaces.
- High touch surfaces include: tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfecting

- Clean the area or item with soap and water or another detergent if it is dirty. Then, use a household disinfectant.
- Recommend use of **EPA-registered household disinfectant**.
 - Follow the instructions on the label to ensure safe and effective use of the product.
- Many products recommend:
 - Keeping surface wet for a period of time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Soft surfaces:

- For soft surfaces such as carpeted floor, rugs, and drapes
 - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces

Electronics:

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and disinfecting your building or facility if someone is sick

Close off areas used by the sick person.

- Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean or disinfect.
 - If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.

- Continue routine cleaning and disinfection

Wash your hands often

- Always wash immediately after removing gloves and after contact with a sick person.

Safety Protocols for Employees:

- Employee Daily Self Health Checklist (Attachment)
 - Employees will be provided a Self-Health Checklist to use as resource for self-monitoring. Employees should maintain this record themselves; it is not for submission purposes. As needed employees will need to report to the appropriate person issues emerging from the form.
- Complete training upon return to work
 - Target Solutions
 - Coronavirus 101 – What you Need to Know
 - Coronavirus 105 – Cleaning and Disinfecting your Workplace
- Practice Social Distancing of at least 6 feet.
- Wear a face covering over your mouth and nose.
- Wash hands often for at least 20 seconds or clean your hands with 60% alcohol sanitizer.
- Cover your cough or sneeze.
- Sanitize your work area often and at the end of your work day.
- No sharing of work equipment such as desk phones, cell phones, computers or tools.
- Sanitize “common” work equipment and vehicles after each use.
- Sanitize hands before and after using photocopiers and other common use office equipment.
- Handling Mail: Use proper hand hygiene after handling mail.
- Open windows and doors when possible to increase airflow.
- No common break/lunch areas or food sources (refrigerators, coffee makers, water dispensers etc.).
- Self-monitor for signs and symptoms of COVID-19 if you suspect a possible exposure report to your supervisor and consult your healthcare provider.
- If you are sick, stay home to reduce exposure to other employees.

Compliance

Ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard (CCR Title 8. 5194).

Ensure workers are trained on Compliance with OSHA’s standards on Bloodborne Pathogens (CCR Title 8. 5193).

Resources

National Institute for Occupational Safety and Health (NIOSH), Centers for Disease Control and Prevention.

- https://www.cdc.gov/niosh/emres/2019_ncov.html?deliveryName=USCDC_308-DM26149

Centers for Disease Control and Prevention.

- Cleaning and Disinfecting:
 - Decision Tool: https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/ReOpening_America_Cleaning_Disinfection_Decision_Tool.pdf
 - Guidance for Cleaning and Disinfecting: https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
 - Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus: <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

California Department of Public Health.

- California COVID-19 Response
 - <https://covid19.ca.gov/>

California Department of Industrial Relations - Cal/OSHA

- Guidelines on Requirements to Protect Workers from Coronavirus
 - <https://www.dir.ca.gov/dosh/coronavirus/General-Industry.html>

U.S. Department of Labor - Occupational Safety and Health Administration

- Guidance on Preparing Workplaces for COVID-19:
 - <https://www.osha.gov/Publications/OSHA3990.pdf>

COVID-19 Daily Self Health Checklist



Barstow Unified School District recommends employees review this COVID-19 Daily Self-Health Checklist **each day before reporting to work.**

This form is intended to be used as a resource to help guide you through the self-monitoring process.

If you reply YES to any of the questions below, STAY HOME and call your supervisor.

Do you have a fever (temperature over 100.4°F) without having taken any fever reducing medications?

- ☐ Yes
- ☐ No

Loss of Smell or Taste?

- ☐ Yes
- ☐ No

Muscle Aches?

- ☐ Yes
- ☐ No

Sore Throat?

- ☐ Yes
- ☐ No

Cough?

- ☐ Yes
- ☐ No

Shortness of Breath?

- ☐ Yes
- ☐ No

Chills?

- ☐ Yes
- ☐ No

Headache?

- ☐ Yes
- ☐ No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?

- ☐ Yes
- ☐ No

Have you, or anyone you have been in close contact with been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?

- ☐ Yes
- ☐ No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

- ☐ Yes
- ☐ No



Barstow Unified School District

Injury Illness Prevention Plan

(Rev 2/16/2022)

Title 8 California Code of Regulations Section 3203

INJURY AND ILLNESS PREVENTION PROGRAM

Skyline North Elementary School

Barstow Unified School District

(Rev 8/7/20)

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, **Amy McDonald**, has the authority and the responsibility for implementing and maintaining this program for **Skyline North Elementary School**. The alternate program administrator will be **Kimberly Miller**.

Managers and supervisors are responsible for implementing and maintaining the program in their work areas and for answering your questions about the program. A copy of this program is available at the District Office, **Skyline North Elementary School Front Office**, and from each manager and supervisor. **If an employee is assigned to a site other than the District Office, that location will have a site-specific copy of this program.**

The Management of the **Barstow Unified School District and Skyline North Elementary School** is committed to the implementation and maintenance of an effective IIPP to ensure your health and safety. In addition, every employee is responsible for their own safety as well as the safety of the people they work with.

COMPLIANCE

All **Skyline North Elementary School** employees, including managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes:

- Inform employees of the provisions of our IIPP when first assigned
- Evaluate the safety performance of all employees
- Recognize employees who perform safe and healthful work practices
- Provide training to employees whose safety performance is deficient
- Discipline employees for failure to comply with safe and healthful work practices

COMMUNICATION

All managers and supervisors are responsible for communicating with you about occupational safety and health in a form you can readily understand. Discussing safety concerns are part of an ongoing dialogue between management and staff at regularly scheduled and impromptu meetings. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

INJURY AND ILLNESS PREVENTION PROGRAM

Our communication system includes:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of CSRM's "Safety Matters" throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Training (documentation of attendance required)
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)
- Target Solutions Online Safety Training
- Postings on school website

HAZARD ASSESSMENT

Periodic inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- When we initially established our IIPP;
- When new substances, processes, procedures or equipment which present potential new hazards are introduced;
- When new, previously unidentified hazards are recognized;
- When occupational injuries and illnesses occur;
- Whenever workplace conditions warrant an inspection; and
- At least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interview injured employees and witnesses;
- Contacting "Company Nurse" if needed;
- Examine the workplace for contributing factors associated with the incident/exposure;
- Determine the cause of the incident/exposure;
- Take corrective action to prevent the incident/exposure from reoccurring; and
- Record the findings and actions taken. (Completed Work Orders)

For additional information, refer to the CS Risk Management Incident Investigation Reference Guide.

INJURY AND ILLNESS PREVENTION PROGRAM

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected according to the following procedures

- When observed or discovered; and
- When an imminent hazard exists, which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.
- Placing work orders to the Warehouse/Maintenance Operations Clerk.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job-specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established;
- To all employees with respect to hazards specific to each employee's job assignment;
- To all employees given new job assignments for which training has not been previously provided;
- Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard;
- Whenever the employer is made aware of a new or previously unrecognized hazard;
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed;
- To all new employees.

RECORDKEEPING

The following list includes our primary methods of recordkeeping.

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written documentation of scheduled periodic inspections to identify unsafe conditions and work practices.
- Written documentation of training and instruction.

INJURY AND ILLNESS PREVENTION PROGRAM

RELATED SAFETY PLANS AND PROGRAMS

The following safety programs are part of our IIP Program and are attached at the end of this document:

1. Skyline North Elementary Staff Handbook
2. Emergency Procedures Plan
3. Hazard Communication
4. Bloodborne Pathogens
5. Heat Illness Prevention Plan
6. Code of Safe Practices
7. Company Nurse on Call
8. 2019 Novel Coronavirus Disease (COVID-19) Plan

RESOURCES & GLOSSARY

Guide to Developing Your Workplace Injury and Illness Prevention Program
with checklists for self-inspection

http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA)

<http://www.dir.ca.gov/dosh/>

****Note:** The only change to this plan from the 2020-2021 school year is that Mrs. Kimberly Miller, Assistant Principal, would be the second in command behind Dr. Amy McDonald. The plan is due to be updated at the end of this academic year, per district upper management. ******

INJURY AND ILLNESS PREVENTION PROGRAM

IIPP Glossary of Terms

Accident

The word “accident” could be interchanged with “incident”. “Accident” is used in this case to conform to the language found in the OSHA standard. Use of the word “accident” is not intended to assign fault or responsibility.

Administrator:

One who is responsible for the execution of public affairs, as distinguished from policy-making.

Implementing:

To carry out or accomplish.

To ensure fulfillment by concrete measures.

Maintaining:

To keep in an existing state (as of repair, efficiency, or validity).

Preserve from failure or decline.

Communication system: The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of CSRM’s “Safety Matters” throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required)
- Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)

COMPLIANCE

Conformity in fulfilling a legal requirement.

Imminent hazard:

An immediate source of danger.

Competent Person:

A competent person is a person who is **capable** of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The

INJURY AND ILLNESS PREVENTION PROGRAM

competent person has the **authority** to impose prompt corrective measures to eliminate these hazards.

Qualified (Responsible) Person:

A qualified person is a person **designated** by the employer; and by reason of **training**, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.



SKYLINE NORTH ELEMENTARY SCHOOL

36968 Camarillo Avenue; Mailing: 551 South Avenue H; Barstow, CA 92311
Phone: 760-255-6090; Fax: 760-255-6095

Mayor Dr. Paul Anthony Courtney,

February 2, 2022

Dr. Amy McDonald
Principal

Mrs. Sandy Robb
Administrative Assistant

Mrs. Kimberly Miller
Assistant Principal

Mrs. Teresa Matteson
Office Assistant

Success Starts
at Skyline!

My name is Dr. Amy McDonald, and I am the principal at Skyline North Elementary School. Our School Site Council will be reviewing our Comprehensive School Safety Plan on Thursday, February 17th at 3:30 pm. I am writing to invite you to attend as you did last year. Ed Code requires that we invite the mayor, fire department, and law enforcement to take part in the collaborative review and approval of this plan each academic year.

While our site council will be meeting in person on that day, we will also have a virtual option for attendance. We know how busy you are, but we would be honored if you could attend (virtually or in-person). My contact information is at the base of this invitation. I have also provided both a Google Meets link and a QR code connected to that link that will provide access to the virtual meeting for your convenience. Thank you for all you do for the city of Barstow. I would be happy to answer any questions you may have about this process and about our proposed plan.

Amy McDonald, Ph.D.

Principal

Amy_McDonald@busdk12.com; 760-255-6090



Google Meet joining info

<https://meet.google.com/yzv-rshn-xpi>

Or dial: +1 980-338-0532 PIN: 718 641 185#

To attend virtually, please visit the link above, call the number above, or scan the QR code by opening the camera feature on your smart phone or digital device and clicking the pop-up link that appears.

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36968 Camarillo Avenue; Mailing: 551 South Avenue H; Barstow, CA 92311
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Barstow Police Department,

February 2, 2022

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Principal

Mrs. Sandy Robb
Administrative Assistant

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SCAN ME





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Phone: 760-255-6090; Fax: 760-255-6095

Barstow Sheriff Department,

February 2, 2022

Dr. Amy McDonald
Principal

Mrs. Sandy Robb
Administrative Assistant

Mrs. Kimberly Miller
Assistant Principal

Mrs. Teresa Matteson
Office Assistant

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SCAN ME





SKYLINE NORTH ELEMENTARY SCHOOL

Campus Map

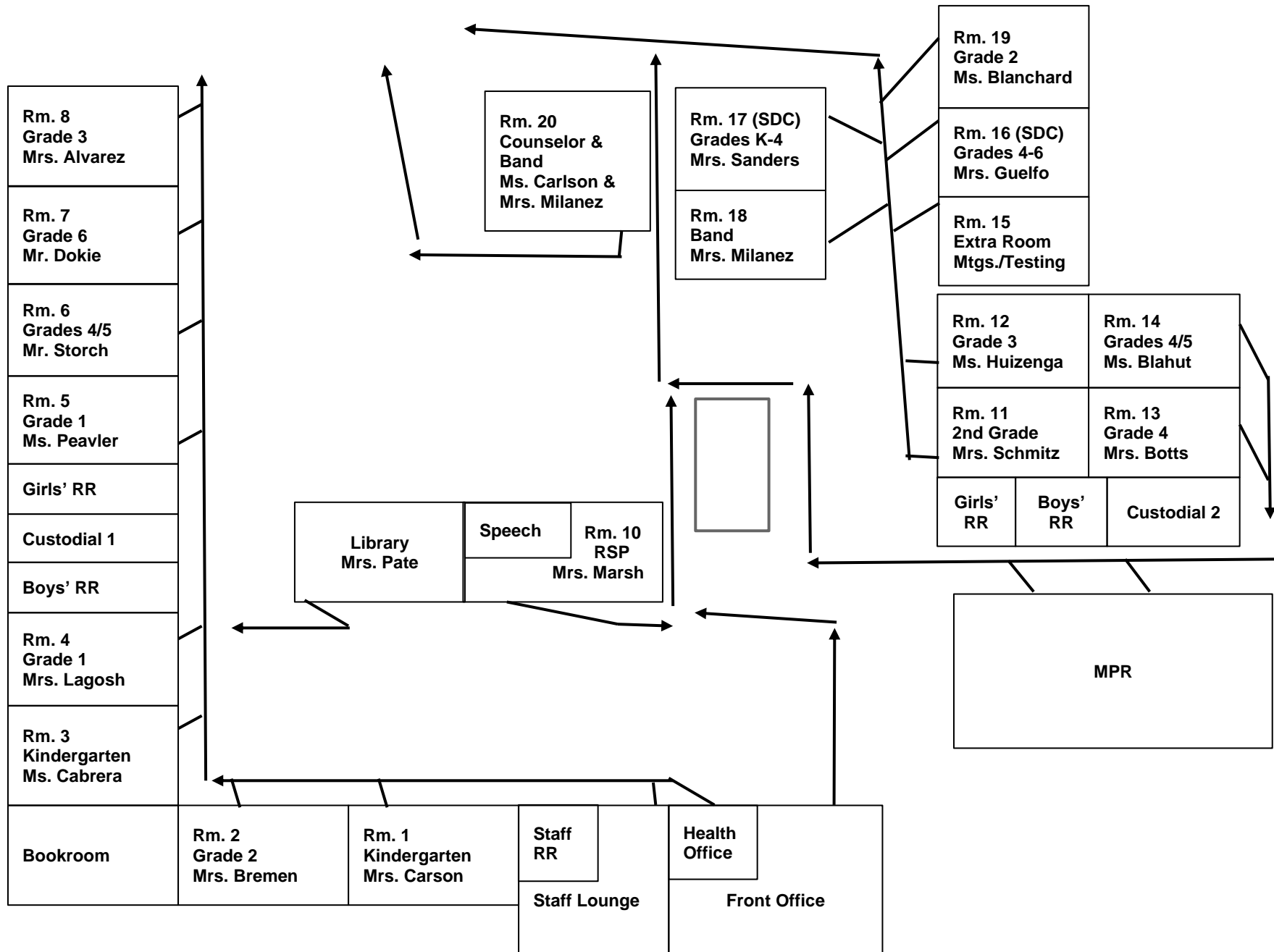
*not assigned to campus during closures



Room 8 3rd Grade Mrs. Michelle Alvarez	Custodial Staff- Mrs. Sandra Jimenez-Russell (Day) Mr. Manuel Hinojosa (Night)			Room 19 2nd Grade Ms. Aaliyah Blanchard
Room 7 6th Grade Mr. Jason Dokie			Room 17 K-4th Grade SDC Ms. Angela Sanders	Room 16 4th-6th Grade SDC Mrs. Robyn (Widmer) Guelfo
Room 6 5th Grade Mrs. Gwendolyn Robinson		Room 20 Counselor/ Band Ms. Shelley Carlson / *Mrs. Jeanette Milanez	Room 18 4th-5th Grade SDC Ms. Kathleen McCarthy	Room 15 1st Grade Ms. Sandra Peavler
Room 5 5th Grade Mrs. Shirley Manglona				
Student Restroom	Library Mrs. Myrla Pate	Room 10 RSP Mrs. Donna Marsh		Room 12 3rd Grade Ms. Huizenga
Custodial				Room 14 4th Grade Mrs. Banks
Student Restroom	Paraprofessional Assignments by Room: Office – Mrs. Elizabeth Tomlinson (during closures) Room 5 – Mrs. Maria Sanchez (EL para) and Ms. Amy Morris (1:1 para w/student), working alongside Mrs. Shirley Manglona Rooms 9 & 10 – Ms. Carmen Butler, Ms. Magda Romo, and Ms. Lydia Luna, working alongside Mrs. Donna Marsh (sometimes they use library space) Room 16 – Ms. Juanita Garcia and Mrs. Veronica Medina, working alongside Mrs. Robyn (Widmer) Guelfo Room 17 – Ms. Betty Malan and Mrs. Lauren Rogers, working alongside Ms. Angela Sanders Room 18 – Ms. Patricia Crumley, Mrs. Illena Maes, Ms. Theresa Ruiz,			Room 11 1st Grade Mrs. Heidi Bremen-Schmitz
Room 4 1st Grade Mrs. Molly Williams				Room 13 4th Grade Mrs. Tammy Botts
Room 3 Kindergarten Mrs. Meagan (Alvarez) Shipley				Student Restroom
Bookroom / Storage	Room 2 2nd Grade Ms. Heather Bremen	Room 1 Kindergarten Mrs. Amy Carson	Office Dr. Amy McDonald Ms. Cindee Mora Mrs. Terri Matteson Mrs. Sandy Robb Mrs. Sabrina Grant	Multipurpose Room Cafeteria Staff: Ms. Kristina Williams, Ms. Nancy Briggs, Ms. Catherine Bogart, Ms. Brittany Williams, *Ms. Samantha Dunton, *Ms. Paula Gutierrez



Emergency Evacuation Map 2021-2022





Emergency Drill Schedule 2021-2022

Date:	Time:	Type of Drill:
10/12/2021 (T)	9:15 AM	Fire
10/21/2021 (Th)	*10:21 AM	Drop, Cover, Hold (CA Shake Out)
11/15/2021 (M)	1:30 PM	Fire
11/30/2021 (T)	9:15 AM	Lockdown with Evacuation (HAD TO CANCEL DUE TO LACK OF STAFF)
12/9/2021 (F)	9:15 AM	Fire
12/16/2021 (Th)	9:15 AM	Shelter-in-Place
2/9/2022 (W)	9:15 AM	Fire
2/28/2022 (M)	9:30 AM	Lockdown without Evacuation
3/7/2022 (M)	1:30 PM	Lockdown with Evacuation
3/14/2022 (M)	9:30 AM	Fire
3/29/2022 (T)	1:30 PM	Shelter-in-Place
4/14/2022 (Th)	1:30 PM	Fire
5/6/2022 (F)	9:30 AM	Drop, Cover, Hold
5/18/2022 (W)	1:00 PM	Fire

****Note: Bus Evacuation Drill TBD- Scheduling Handled by Student First****

DESIGNATED TEACHER-IN-CHARGE
(In Absence of Principal)
EFFECTIVE DATES: August 9, 2021 - May 27, 2022

I, Amy McDonald, Principal, Skyline North Elementary,
Name Name of School
appoint Jason Dokie, Certificated Employee, to support administration
with Principal responsibilities in my absence.

Amy McDonald
Principal's Signature

[Signature]
Superintendent's Signature

(A signed copy will be returned to you.)