

# Comprehensive School Safety Plan

## 2021-2022 School Year

**School:** Barstow High School  
**CDS Code:** 050235  
**District:** Barstow Unified School District  
**Address:** 430 S. First Ave.  
 Barstow, CA 92311

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Frank Jimenez	Principal		
Avery Porter	School Site Council Representative		

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## Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Barstow High School.

## **Safety Plan Vision**

### **Chapter 1: SB 187: School Safety Plan**

#### **Introduction:**

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000 and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6) Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

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

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed.

The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment, 2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures,
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning • Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

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

### **Chapter 2: School Safety Planning Committee**

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2) Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

Representative from the local law enforcement agency

School Resource Officers

Guidance counselor

Special Education Department Chairperson

One or more key community service providers

Student representative(s)

Disciplinary team member

Staff leaders

Additional parent representatives

Chapter 3: Assessment Review and Annual Safety Goals

Comprehensive Safe School Plan 2019-2020

Annual Safety Goals:

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

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

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

The trends for referrals, suspensions and expulsions have been on a steady and notable decline from 2013 to present. Disciplinary issues have declined in part because administration and staff have taken a proactive approach to discipline. Using PBIS and building positive relationships with our students we can prevent major discipline issues before they come to fruition. Our goal is to continue our current course as it pertains to both school safety and culture doing this, we expect to see overall discipline continue to decline in the future.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Barstow High School Safety Committee

Frank Jimenez, Principal  
Mike Sterner, Assistant Principal  
Daron Banks, Assistant Principal  
Malcolm Norman, Assistant Principal  
Avery Porter, SSC Representative  
Deborah O'Neal, Teacher

### Assessment of School Safety

Training is needed to ensure that all stakeholders feel that they have an adequate amount of understanding of emergency situations, such as School wide Lock downs, ALICE drills, and fire drills.

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

Barstow High School's goal is to have all stakeholders have a good understanding of the Emergency Preparedness Plan by implementing trainings at the beginning of the year teacher meetings with continued trainings and updates throughout the school year.

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

Chapter 4: Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

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

- 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. Not Considered Child Abuse

- a. Mutual affray 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

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

b. Any childcare 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 provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

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

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

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

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

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

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

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

b. There 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.

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

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

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

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

Mandated reports of sexual activity must be reported to either the Department of 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

Reference is BP 5141.4 Child Abuse and Neglect (Reporting Procedures) Appendix A a. 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 also receive a handbook with an outline of the procedure.

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

Regulation

approved: August 22, 1995

Revised: June 28, 2005, BARSTOW UNIFIED SCHOOL DISTRICT

Revised: June 26, 2007, Barstow, California

Revised: June 12, 2012

Students

BP 5141.4(a)

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

#### Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

#### Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)      BP 5141.4(b)

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

## EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

## PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

## WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

## CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

## UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

## COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

#### WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: [http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

(7/02 11/04) 12/14

Policy BARSTOW UNIFIED SCHOOL DISTRICT

Adopted: August 22, 1995 Barstow, California

Revised: March 22, 2005

Revised: October 27, 2015

Students

AR 5141.4(a)

Child Abuse Prevention and Reporting

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

AR 5141.4(b)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows, or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

AR 5141.4(c)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and

AR 5141.4(c)

unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

#### Reporting Procedures

##### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

AR 5141.4(d)

##### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent AR 5141.4(e)

or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with

any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

AR 5141.4(f)

#### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

AR 5141.4(g)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The

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signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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#### Regulation

Approved: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: March 22, 2005 Barstow, California

Revised: October 27, 2015

All Personnel AR 4112.9(a)

4212.9

#### EMPLOYEE NOTIFICATIONS 4312.9

The district shall provide employees with the following notifications and shall obtain signed acknowledgments that the notifications were received when so required by law or by district policy or regulations.

Acknowledgments Required by Law

1. Legal obligation to report known or suspected instances of child abuse.

(cf. 5141.4 - Child Abuse Reporting Procedures)

2. Oath or affirmation of allegiance required of public employees.

(cf. 4112.3 - Oath or Affirmation)

3. Hepatitis B vaccine declination.

(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)

4. The district's school bus driver drug and alcohol testing policy, regulations, and related information.

(cf. 4112.42 - Drug and Alcohol Testing for School Bus Drivers)

5. Notice of release from position requiring an administrative or supervisory credential.

(cf. 4313.2 - Promotion/Demotion/Reclassification)

6. The classified employee's class specification, salary data, assignment or work location, duty hours and prescribed workweek.

(cf. 4212 - Appointment and Conditions of Employment)

7. Information about certificated employee membership in the State

Teachers' Retirement System.

(cf. 4117.1 - Retirement)

Acknowledgments Not Required by Law

1. The district's drug- and alcohol-free workplace.

(cf. 4020 - Drug and Alcohol-Free Workplace)

2. The district's nonsmoking policy.

(cf. 3513.3 - Tobacco-Free Schools)

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4212.9

4312.9

EMPLOYEE NOTIFICATIONS (continued)

3. Prohibition of sexual harassment.

(cf. 4119.11 - Sexual Harassment)

4. The certificated employee's employment status and salary.

(cf. 4112.1 - Contracts)

5. State disability insurance rights and benefits.

(cf. 4154 - Health and Welfare Benefits)

6. Certificated employee evaluations.

(cf. 4115 - Evaluation/Supervision) (cf. 4315 - Evaluation/Supervision)

7. Requirements and information pertinent to emergency teaching or specialist permit applicants.

(cf. 4112.2 - Certification)

8. Notice of layoff.

(cf. 4117.3 - Personnel Reduction) (cf. 4217.3 - Layoff/Rehire)

(cf. 4317.3 - Personnel Reduction)

9. Derogatory information to be placed in personnel file.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

10. Exhaustion of classified employee's paid leave.

(cf. 4261.1 - Personal Illness and Injury Leave) (cf. 4261.11 - Industrial Accident/Illness Leave)

11. Notice of charges related to disciplinary action.

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

12. Notice of intention to dismiss.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

13. Students whose actions could constitute grounds for suspension or expulsion, except for possession or use of tobacco.

(cf. 4158 - Employee Security)

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4212.9

4312.9

EMPLOYEE NOTIFICATIONS (continued)

Legal Reference: EDUCATION CODE

212.6 Sexual harassment policy

22455.5 STRS information to potential members

22515 Irrevocable election to join STRS

44031 Personnel file contents, inspection

44663 Evaluation and assessment; copy to certificated employee

44916 Written statement of employment status

44940.5-44941 Notification of suspension and intent to dismiss

44949 Cause, notice and right to hearing

44951 Continuation in position unless notified

44955 Reduction in number of employees

45113 Notification of charges

45117 Notice of layoff

45169 Employee salary data

45192 Industrial and accident leave

45195 Additional leave

49079 Notification to teacher

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance

8355 Certification of drug-free workplace, including notification

PENAL CODE

11166.5 Employment; statement of knowledge of duty to report

UNEMPLOYMENT INSURANCE CODE

2613 Notice of rights and benefits

CODE OF REGULATIONS, TITLE 5

80026.1 Information to applicants

CODE OF REGULATIONS, TITLE 8

5193 California bloodborne pathogens standard

CODE OF FEDERAL REGULATIONS, TITLE 49

382.601 Controlled substance and alcohol use and testing notifications

Students

AR 5141.4(a)

Child Abuse Prevention and Reporting

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening

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physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or

reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and

AR 5141.4(c)

unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows, or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

## Reporting Procedures

### 1. Initial Telephone Report

AR 5141.4(d)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

(Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of

Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of

AR 5141.4(e)

child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal

Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with

any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

#### Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within

AR 5141.4(f)

the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.

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3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

AR 5141.4(i)

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

### **Disaster Plan (See Appendix C-F)**

Chapter 5: Routine and Emergency Disaster Procedures: Drills

#### **EMERGENCY DRILLS:**

In accordance with state law:

- Drills will be initiated by announcement, uniform bell, or air horn signals.
- Fire drills will be conducted monthly.
- "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 will be conducted quarterly.
- The district has designed this plan based on CERT (Community Emergency Response Plan) procedures.

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

#### **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 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.

#### 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**

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

#### Suspension and Expulsion Policies

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.

Other Means of Correction (Education Code 48900.5):

- Suspension, including supervised suspension (commonly known as In School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct.
- Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or (e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school

district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915: The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

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

#### Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

- b. Brandishing a knife at another person
- c. Unlawfully selling a controlled substance as defined by Education Code
- d. Committing or attempting to commit a sexual assault as defined in the Education Code

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

##### Staff Notification of Dangerous Students

A. Staff Notice of Dangerous Students Reference PPS binder: safety section-notification of dangerous students 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 must be shared in a confidential manner with teachers as appropriate. At Cameron Elementary School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

##### 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 receive a handbook with an outline of the procedures. CA Codes (edc:48900-48926) EDUCATION CODE

#### SECTION 48900-48926

- 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.

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.

48900.2. 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.

#### **(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:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education.

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education.

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)

1. Student vs. Student

2. Student vs. Staff Member

3. Staff Member vs. Student

4. Staff Member vs. Staff member

5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

##### C. Staff Training

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

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

Student BP 5145.7(a)

##### Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees) (cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:  
BP 5145.7(b)

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

#### Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining BP 5145.7(c) agreements.

(cf. 4117.4 - Dismissal)  
(cf. 4117.7 - Employment Status Report)  
(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination based on sex  
48900 Grounds for suspension or expulsion  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service, and professional relationships 1714.1  
Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

12950.1 Sexual harassment training  
CODE OF REGULATIONS, TITLE 5  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX, discrimination

##### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy  
106.1-106.71 Nondiscrimination on the basis of sex in education programs COURT  
DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274  
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473  
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr> (3/09 3/12) 10/14

Policy adopted: BARSTOW UNIFIED SCHOOL DISTRICT

August 22, 1995 Barstow, California

Revised: November 27, 2012

Revised: March 10, 2015

Students AR 5145.7(a)

Sexual Harassment

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Director II, Pupil Services

551 Avenue H

Barstow, CA 92311

760-255-6028

Joni\_james@busdk12.com

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

AR 5145.7(b)

(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

#### Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within AR 5145.7(c)

one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

#### Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

#### AR 5145.7(d)

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf.

5125 - Student Records)

#### Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint, or the sexual harassment occurs off school grounds or outside school-sponsored or school related programs or activities.

#### Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

#### AR 5145.7(e)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

(cf. 1113 - District and School Web Sites)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

(3/09 3/12) 10/14

Regulation Approved: BARSTOW UNIFIED SCHOOL DISTRICT

August 22, 1995 Barstow, California

Revised: November 27, 2012

Revised: March 10, 2015

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

Dress Code

The primary goal of Barstow High School is to promote academic achievement. Any apparel which draws undue attention to the wearer or detracts from the educational process shall be considered inappropriate. In order to provide a safe, nurturing environment where students can learn, free from distractions, threats, intimidation, or harmful influence, Barstow High School developed a dress code policy.

Anything not specifically covered in the rules and regulations that are disruptive to the educational process or considered to pose a safety hazard will be left to the discretion of the school administration or designee (see Board Policy 5132 and Administrative Regulation 5132).

Student Dress and Grooming Code

A student who goes to school without proper attention having been given to personal cleanliness (including hygiene and body odor) or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare himself/herself for the schoolroom before entering.

To keep district schools and students free from threats or harmful influences and to promote a positive environment for learning, the following regulations are provided for parents/guardians, the following regulations are provided for parents/guardians, students, and school staff to ensure appropriate school dress and grooming.

All students shall abide by the following Dress Code guidelines:

1. Garments shall be sufficient to conceal undergarments at all times.
2. Adequate footwear must be worn at all times. No house slippers or house shoes. Steel-toed shoes and cleats are not permitted.
3. All hats, caps, "dew" rags, bandanas, or any kind of head scarf are not permitted. This includes fedoras and fishing hats.
4. Sunglasses (unless prescription) cannot be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.

5. Any apparel, jewelry, accessory, notebook, hair net or manner of grooming which by virtue of its arrangement, trademark or any other attribute or behavior denotes membership in or relationship to a group/gang which, advocates or promotes drug use or disruptive behavior or may be a potential safety hazard, are not permitted.
6. Finger rings, body rings, tongue studs, earrings or chains, belt buckles or clothing accessories which may be considered disruptive, a safety hazard or used as a weapon are not permitted. Pacifiers are considered infant accessories and are not allowed on campus.
7. Crop tops, clothing exposing bare midriffs, pajamas, halter tops, plunging necklines, tube tops, open-sided shirts, skirts shorter than mid-thigh, shirts, and blouses which expose sides of the body, see-through or mesh materials which expose bare skin or undergarments ARE NOT PERMITTED at school or during school activities. Outer clothing will properly cover all underwear. Exposed bra straps are not permitted.
8. Students may be allowed to wear Bermuda shorts, walking shorts, or shorts of this type within the following guidelines: The length of the shorts must be within the bounds of decency and in good taste as appropriate for school. The shorts length shall not be shorter than mid-thigh. Short shorts are not to be worn at school. Shorts that have pockets that extend beyond the hem line are considered a violation of dress code. Shorts worn with knee socks are not permitted. Socks should be pulled down to expose at least 6" of skin between the knee and sock. Shorts that do not meet these criteria are not allowed.
9. Dress length shall be within the bounds of decency and good taste as appropriate for school. Dress length shall not be shorter than mid-thigh. Garments shall be sufficient to conceal undergarments at all times.
10. Apparel, hairstyle, or makeup which are deemed a safety hazard or are disruptive to the educational process are not permitted.
11. Makeup, perfume, and false fingernails which cause a safety hazard or disruption are not permitted. Makeup of any kind is not permitted at the elementary schools without the permission of the principal or designee.
12. Tattoos will be covered if they promote any disruption to the educational program.
13. 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.
14. Lettering or printing will be allowed on shirts, sweatshirts, and other apparel as long as it is acceptable for school attire. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, gang-related names, or symbols, or those that are sexually suggestive are not allowed. Administration reserves the right to declare unacceptable any item of clothing, printing, or accessory depicting any logo that has been identified to be gang related.
15. Pant size must be appropriate. The fullness must not interfere with the normal school activities. If the student removes the belt, pants must not fall more than two inches below the hipbone. The crotch should not drop lower than the fingertips of the extended hand. The length of the pant should not extend past the heel of the shoe. When side seams are pulled out straight and then are crossed to the front, the edge of the pants should not cross the mid-point of the leg.
16. No garment may be worn that is cut-off, ragged or torn. Shredded jeans are permitted unless visible skin is showing above the mid-thigh (material must be sewn behind the opening).
17. No "see through" or "fish net" type of blouse or shirt may be worn. Students must wear shirts at all times. No muscle shirts, undershirts, or tank type undergarments are permitted. Tank tops may be worn but must not reveal excessive skin or body parts, and must at all times, cover any and all undergarments. Administration reserves the right to determine compliance on an individual basis.

18. Clothing which exposes bare midriffs, shoulders, and/or under garments are not permitted. All halter tops, spaghetti-string shoulders, plunging neckline shirts are not permitted. Undergarment tank-type shirts are not to be worn as outer garments. Outer garment must cover all bare skin and under garments appropriately.
19. Gang-Related Apparel (as determined by administration): Students wearing gang attire become targets for violence even though they are not gang members. In addition, the baggy, oversized clothing now identified as gang related, presents a safety hazard since it allows students to conceal dangerous objects more readily such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as unacceptable dress:
- #13 or #14 belt buckles or shirts, athletic jerseys, and any additional articles of clothing or accessories identified by administration or local law enforcement as being gang or hate group related will be forbidden on campus or any other school function or activity including sporting events.
  - Gloves may be worn during inclement weather only. No single glove is to be worn at any time. No leather type gloves such as baseball gloves are to be worn at school.
20. Colors - Students shall not wear clothing or apparel identified by school personnel as "colors." The term "colors" is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which would signify the membership or intent of membership in a student group known to advocate or participate in disruptive or illegal behavior.
- Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.
21. Oversized clothing of any type or clothing of an inappropriate length is not acceptable. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.
22. Belts and Belt Buckles must be plain, unadorned and of an appropriate size for the student. Belts should be no longer than allow 4" of surplus when pulled to fit the waist and shall not hang from the belt line.
23. Barstow Unified School District school apparel such as T-shirts, sweatshirts, and jackets 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.
24. Anything not specifically covered in the above rules and regulations that are disruptive to the educational process or considered to pose a safety hazard will be left to the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.

Students in violation of the dress and grooming code will be referred to the principal or designee. It will be the responsibility of all school employees and parents/guardians to enforce the code. This code will be reviewed annually by the committee composed of administrators, teachers, parents/guardians, and students and presented to the Board.

Students BP 5132(a)

#### DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and whenever these standards are revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

The principal, staff, students at the secondary, and parents/guardians at a school along with local law enforcement may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code will be included in school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 5136 - Gangs)

(cf. 0450 - Comprehensive Safety Plan)

#### Uniforms

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code for students to wear uniforms. Such a dress code may be included as part of the Single School Plan for Student Achievement and/or school safety plan and must be presented to the Board for approval.

BP 5132(b)

#### DRESS AND GROOMING (continued)

The Board shall approve plan upon determining that it is necessary to fulfill the goals of the school and/or to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall adopt procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

#### EDUCATION CODE

35183 School dress codes; uniforms

32281 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

#### CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

Hartzell v. Connell (1984) 35 Cal. 3d 899

Comprehensive School Safety Plan

Arcadia Unified School District v. State Department of Education, 92 Daily Journal, D.A.R. 3578

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)(3/92 10/94) 10/96

Policy BARSTOW UNIFIED SCHOOL DISTRICT

adopted: August 22, 1995 Barstow, California

Revised: June 12, 2012

Students

AR 5132(a)

DRESS AND GROOMING

Students to be Neat and Clean

(California Code of Regulations, Title 5, Section 302)

A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare himself/herself for the schoolroom before entering.

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be annually reviewed.

(cf. 0420 - School Plans/Site Councils)

The state of California and the Barstow Unified School District Board of Trustees are 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. Sunscreen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Hair and clothing must be neat and clean. Clothing shall be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard.
2. Safe footwear must be worn at all times. Socks are preferred with open toed shoes at the elementary level. All shoes in elementary grades (K-6) must have backs or back straps. No shoes with wheels are allowed.
3. Clothing jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats or caps, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice. AR 5132(b)
4. Students are not to wear clothing designating membership in private clubs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
5. Principal approved hats or caps shall be worn in an acceptable manner. Other headgear is prohibited.

6. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.
7. Finger rings, body rings, tongue studs, bracelets, earrings, chains, studded chokers, or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted.
8. Clothing shall be sufficient to conceal undergarments at all times. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh, and see-through or mesh materials which expose bare skin are prohibited.
10. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Extreme haircuts or unnatural hair color which causes a disruption to the educational process are not permitted.
11. Makeup and perfume, which may cause a safety hazard due to allergic reaction are prohibited at school and should be applied at home only. Makeup of any kind is not permitted at the elementary schools without the permission of the principal or designee.
12. Tattoos will be covered if they are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

AR 5132(c)

#### DRESS AND GROOMING (continued)

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.

#### Gang Related Apparel

The principal, staff, students at the secondary, and parents/guardians at a school, along with local law enforcement, may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code will be included in school safety plan and must be presented to the Board for approval. The need for dress code prohibiting gang-related apparel will be reviewed at least once each semester and updated whenever related information is received.

Notification of the dress code will be made available to all parents/guardians prior to the opening of the new school year. Copies of this information will be distributed to all staff members and will be an agenda item at building level meetings.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

#### Uniforms

In schools where a school-wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

AR 5132(d)

#### DRESS AND GROOMING (continued)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee may establish criteria for determining eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee may establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Students BP 5132(a)

#### DRESS AND GROOMING

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(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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(cf. 0450 - Comprehensive Safety Plan)

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Policy BARSTOW UNIFIED SCHOOL DISTRICT

adopted: August 22, 1995 Barstow, California

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Students AR 5132(a)  
DRESS AND GROOMING

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AR 5132(b)

DRESS AND GROOMING (continued)

4. Students are not to wear clothing designating membership in private clubs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
5. Principal approved hats or caps shall be worn in an acceptable manner. Other headgear is prohibited.
6. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.
7. Finger rings, body rings, tongue studs, bracelets, earrings, chains, studded chokers, or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted.
8. Clothing shall be sufficient to conceal undergarments at all times. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh, and see-through or mesh materials which expose bare skin are prohibited.
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AR 5132(c)

## DRESS AND GROOMING (continued)

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The principal, staff, students at the secondary, and parents/guardians at a school, along with local law enforcement, may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code will be included in school safety plan and must be presented to the Board for approval. The need for dress code prohibiting gang-related apparel will be reviewed at least once each semester and updated whenever related information is received.

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(cf. 3260 - Fees and Charges)

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(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

AR 5132(d)

## DRESS AND GROOMING (continued)

### Uniforms

In schools where a school-wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

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The Superintendent or designee may establish criteria for determining eligibility for financial assistance when purchasing uniforms. The Superintendent or designee may establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

### Regulation

approved: August 22, 1995

Revised: June 28, 2005 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: June 26, 2007 Barstow, California

Revised: June 12, 2012

Students

BP 5141.4(a)

#### Child Abuse Prevention and Reporting

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

#### Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

BP 5141.4(b)

#### Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

#### EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

#### PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

#### CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: [http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

(7/02 11/04) 12/14

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

#### Procedures for Safe Ingress and Egress

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.

A. 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.

B. 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.

#### On-Campus Evacuation/Assembly Location

A. Each school in the Barstow Unified School District has evaluated their campus and created an emergency evacuation map for fire, earthquake and other emergencies. The School Site has identified the assemble location that will be utilized during emergencies. In the event the emergency requires the students and staff be relocated the school and District have identifies the evacuation locations.

B. As the Comprehensive Safe School Plan is public document the Barstow Unified School District elects not to publish these locations in this plan. Parents, students, and emergency responders may access this information from the school office. It is the goal of the district and this school to protect the students and staff by taking precautions such as these.

C. Staff Training

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

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

Upon first indication of disturbance, Teachers will:

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

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

**Component:**

BHS Safe School Action Plan

**Element:**

Goals # 1 All students and staff members are provided a safe teaching and learning environment.

Goal #2 All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal # 3 Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

**Opportunity for Improvement:**

Ongoing and End of Year evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Goals # 1 All students and staff members are provided a safe teaching and learning environment.	<ol style="list-style-type: none"> <li>1. Monitor the development of a comprehensive safe school action plan relevant to the needs of Barstow High School.</li> <li>2. Confer with and maintain a positive relationship with School Police, in the development of the "Safe School Action Plan" and the on-going interactions with the school.</li> </ol>	Safe Schools: A Planning Guide for Action, Child Welfare, & Attendance (PPS)	BHS  Vincent Williams, Administration	Ongoing and End of year
Goal #2 All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities	<ol style="list-style-type: none"> <li>1. Encourage staff, parents, and local law enforcement to be visible at times students are in route to and from school.</li> <li>2. Monitor their students at opening and dismissal times.</li> </ol>	School Police, Local Law Enforcement, Staff, Parents	Vince Williams, Administration, SRO	Ongoing and End of year
Goal # 3 Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds	<ol style="list-style-type: none"> <li>1. Foster ethical, personal, and social values by emphasizing kindness, honesty, cooperation, self-reliance, and compassion.</li> <li>2. Provide a stimulating academic environment in which children may grow intellectually, develop self-assurance, and gain an appreciation of, and respect for the diversity of the world around them.</li> </ol>	School Administration, Staff, SSC, ELAC, PTA, District Program Administrators	Vincent Williams, BHS Administration	Ongoing and End of year

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

**Barstow High School Student Conduct Code**

School Discipline

A. Statement of Rules and Procedures on School Discipline Education Code 44807:

“Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.” B. Notification to Students and Parents Education Code 35291:

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

D. Site Discipline

Positive Behavior Intervention Support Barstow High School

Barstow High School is focused on teaching and encouraging appropriate behavior in all areas of the school, while maintaining the (PRIDE) Preparation Respect Integrity Determination Excellence of a Barstow High School Aztec. Students, who are respectful, responsible, present and prepared, act appropriately so they maximize their learning opportunities and do not detract from or interfere with the learning opportunities of their classmates.

PBIS is unified with procedures for universal screening, continuous progress monitoring, team-based decision-making rules and procedures, explicit monitoring of implementation fidelity, and local content expertise and fluency (Sugai et al 2012). It is important when implementing PBIS that your core behavior expectations be clear and short in order to establish school wide understanding.

According to Sugai decisions should always be data driven and team discussed. This helps to ensure better understanding and outcome for the student.

It is the goal of PBIS at Barstow High School to promote a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best possible outcomes for all students. PBIS teaches behavioral expectations and rewards students for following them as opposed to previous responses to discipline in the past. According to Sugai et al. the PBIS framework stresses the importance of embedded and continuous professional development, monitoring based on phase of implementation, and systems-based competence and supports. The goal is to establish a climate in which appropriate behavior is the norm Aztec P.R.I.D.E.

Preparation ensures students are properly prepared for classroom instruction and aware of their surroundings in the event of an emergency. Students have been provided with directions that will ensure their safety and well-being while on campus. Students arrive to class, on time and ready for the daily assignments and have completed all homework assignments the previous day.

Respect in the classroom promotes the creation of an equitable learning environment because in this space all voices matter. The relationship between teacher and student is important in that their interaction is essential for successful teacher practice and student learning to take place. There must be a balance of first establishing high expectations for students through informing them of acceptable classroom practices and second creating an environment that welcomes students to express their ideas about these practices.

Teachers and students must share the responsibility of respect for each other; understanding the roles of each in the classroom setting. The understanding provides productive opportunities for success for everyone present in the classroom. Respect includes following directions given by adults or people in leadership positions. Respect also includes being punctual to class and with assignments. Teachers can reciprocate by being timely when responding to student questions and concerns, especially when grading assignments and providing feedback to students who appreciate teachers who appear to be committed to their academic success and genuinely cares about their students. The respect shown in the classroom should bleed onto the campus. Students must consider the feelings of others and be respectful when communicating and talking among themselves. Students and faculty should be thoughtful and kind to one another, understanding that personalities define the person, and no two people are alike.

Integrity on campus fuels the positive relationship between students, faculty, staff, and administration. Integrity means that the students can be trusted to exhibit P.R.I.D.E. behavior on campus and in the classroom, as well as having confidence that the adults and leaders on campus will be positive role models who also demonstrate integrity. Academic integrity for students means that they can be trusted to do their own work, with limited incidents of cheating or plagiarism. Integrity includes acknowledging mistakes or inappropriate behavior that elicits negative responses that may cause classroom or campus disruptions.

Determination in the classroom and on campus promotes a positive learning environment where students are encouraged to set goals and work hard to complete them. Student determination is important both academically and behaviorally it creates a mindset for success through hard work and persistence.

Excellence is the definition of positive school culture. To ensure a successful PBIS program, staff and students must work cohesively in support of the P.R.I.D.E. at BHS. Excellence exemplifies the principles of PBIS through positive observance of each element of P.R.I.D.E. from both staff members and students. The goal of excellence includes at least 80% staff support that permeates to the students at a positive and swift rate. Staff and students understand the roles each plays in the implementation of PBIS and has clear expectations for what is needed as a member of our school community.

True excellence at BHS includes a commitment to reaching the established goals as well as appreciation and recognition for the efforts of each member of our school wide community. Excellence also provides staff and students with a sense of value and desire to be the best possible person one can be.

#### P.R.I.D.E. Recognition

The goal of P.B.I.S. is to highlight positive academic and social behavior norms on campus and then recognize students who exemplify those P.R.I.D.E. characteristics. Barstow High School has created Spirit Bucks as an incentive for demonstrating positive P.R.I.D.E. on campus. Students may receive Aztec Bucks from any member of the faculty, staff, or administration when observed exhibiting P.R.I.D.E. on campus. Students who accumulate Aztec pride certificates will invited to a monthly Aztec P.R.I.D.E. pizza party with the principal where each have the opportunity to discuss school issues and win prizes. They will also qualify for drawings for dance or

school event tickets and other incentives. Quarterly drawings for additional prizes will be made available for the student earning the most Pride certificates for that period. Prizes include items like chrome books, gift cards and clothing.

#### Classroom Management

Aztec Pride behaviors are taught to students at the beginning of the school year and continually reinforced throughout the year. Teachers and staff are routinely encouraged to model pride behavior both in the classroom and on campus. An important part of PBIS is to continuously provide examples of what Aztec Pride behavior looks like. Each teacher is encouraged to create posters that give students examples of what P.R.I.D.E. looks like in their classroom.

There must be clearly defined strategies identified for students who fail to abide by classroom expectations that are universal. Tiered interventions that provide increased levels of intensive support (Education). The first line of defense takes place in the classroom and are classified as minor infractions. Prior to sending a student to the office for tier 1 and 2 student behavior issues, a teacher must show and document prior attempts to correct the bad behavior in their class. Attempts of correct Routines and procedures are implemented to address behavior in a proactive manner. Each minor incident will be documented. Consistently repeating minor offenses may be escalated to a major offense.

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. A referral must be completed by a teacher or staff member and submitted to the appropriate administrator. The student will be sent to the office. The administrator will speak with the student and, if necessary, the parent will be contacted to determine the appropriate course of action. When a student returns to class, they are welcomed. The circumstances surrounding a major offense will differ from one student to the next; therefore, the consequences that arise will vary.

To create an environment conducive to learning, Barstow High School must remember that discipline procedures are not the answer to problematic behavior – it is the positive relationships we build as a learning community between students, staff, and families. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior. Barstow High School staff strives to create a positive environment by making connections with our students and families. Students learn best in the context of positive relationships and a safe, comfortable atmosphere. The appropriate behavior procedures must be revisited throughout the year to ensure students, staff, and families understand the importance of Aztec P.R.I.D.E. on campus. By teaching students, the necessary social skills for future success, we set our students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in reading, math, writing, and being good citizens.

#### Why P.B.I.S.?

As the PBIS administrator and team member we are taught that each school is different and requires its own developed and supported PBIS program. But the foundation and implementation is the same for all schools. PBIS.org explains first identify and monitor school wide outcomes. Second develop systems implementation and sustainability. Third implement evidence-based practices to increase a positive social climate and learning environment. Fourth develop data management systems to monitor progress and effective data-based decisions based on the school content.

At BHS we are focusing on the following practices. Prevention: correct behaviors are established, taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior and this behavior is regularly enforced and recognized.

Response: the response to undesirable behavior is organized, systematic, consistent, and careful. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to problem behaviors.

Data-Driven; discipline data is collected school-wide in a user-friendly format. When this information is entered and analyzed in an established on-line database, the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.

Process; PBIS is not a curriculum or a prepackaged program. It is a framework that guides the school community through a process of addressing the unique culture, climate, and behavioral issues within the school. The idea is to create a structured plan to improve behavior and social climate for all students, faculty, and staff (Sugai et al).

Some examples of what Aztec P.R.I.D.E. behavior looks like at BHS, on the School Bus (to school/on field trips). Voices are quiet and respectful/appropriate words/language is in use. Always listen to driver and follow instructions. Enter and exit quickly and in an orderly fashion. Keep the bus clean. Be sure to take all your belongings with you. Be seated before the bus leaves and remain seated until you reach the destination

In the hallways P.R.I.D.E. looks like the following. Move forward toward your destination. Walk the hallways without distracting others or classrooms. Use quiet voices. Be aware of your surroundings. Move in an expeditious manner. Keep your hands and feet to yourself. Answer adult questions/follow instructions of all adults. Only go where you assigned to go. Enter, exit, and wait appropriately for each class

In our Classrooms: Teachers teach students - not a subject or grade level. Teachers maximize academic learning time. Teachers challenge students to earn their own achievement.

Teachers keep students actively engaged in learning. Teachers clearly state positive expectations.

Teachers create a climate of positive expectations for all students. Teachers establish effective management techniques. Teach high quality and rigorous instruction and high expectations for all students. Students are collaborating, as instructed, with their peers. Students are respectful of instructor and fellow students. Students come to class prepared and ready to learn.

Minor Infractions are tracked in accordance with the BHS Discipline Matrix. The protocols for informing parents of such infractions include communication via Infinite Campus, telephone calls, or the United States Postal Service. The consequences for committing both minor and major infractions, is outlined in the following "3 Strikes" matrix which is a follow-up to classroom/teacher interventions:

Horseplay

1st Offence

2nd Offence

3rd Offence BMC (remainder of day)

BMC (all day)

Off-Campus Suspension

Unauthorized Use of Cell Phone 1st Offence

2nd Offence

3rd Offence Surrender device for day

Surrender phone to admin-Parent pick up

Surrender phone-1 day BMC

Public Display of Affection 1st Offence

2nd Offence

3rd Offence Verbal Warning

BMC remainder of day

Parent Conference-BMC

Throwing foreign objects 1st Offence

2nd Offence

3rd Offence BMC remainder of day

BMC (all day) Parent contact

Off-Campus Suspension

Neglect Textbooks 1st Offence

2nd Offence

3rd Offence BMC/After School Detention

BMC (all day)-Parent Contact

Student Court

Defacing School Property

1st Offence

2nd Offence

3rd Offence

BMC remainder of day

BMC-Parent contact

Student Court

Disruption of Classroom Instruction 1st Offence

2nd Offence

3rd Offence BMC remainder of day

BMC (all day)

Student Court

Possession of Controlled Substance

Influence of Controlled Substance 1st Offence

2nd Offence

3rd Offence 3-day Off-Campus Suspension-Parent Contact

5-day Off-Campus Suspension-Parent Contact

Expulsion Procedures

Possession of Weapon

Firearm/Knife Expulsion Procedures

Fighting 1st Offence

2nd Offence

3rd Offence 3-day Off-Campus Suspension-Parent Contact

5-day Off-Campus Suspension-Parent Contact

Expulsion Procedures

Bullying 1st Offence

2nd Offence

3rd Offence 3-day Off-Campus Suspension-Parent Contact

5-day Off-Campus Suspension-Parent Contact

Expulsion Procedures

Gang-related Activity 1st Offence

2nd Offence

3rd Offence 3-day Off-Campus Suspension-Parent Contact

5-day Off-Campus Suspension-Parent Contact

Expulsion Procedures

We are currently in our third year of PBIS at BHS; we have seen progress during its implementation. We have two years of data collected in SWIS. The data collected assisted us in making most of our decisions for behavior. In this school year we have increased our referrals to behavior health services from six last year to twenty-five in our current year. We have cut or discipline referrals in half in first semester compared to the same time period the previous year. Finally, our out of school suspensions are lower than last year. We have also decreased the number of students who are sent to our in-house suspension room. Using the data and working as a team we are successful in increasing student's class time. BHS is still in the development stage of PBIS, but we are moving in a positive direction. As an administrator I can see the change in school culture. We are building relations with our students and their families and creating a school wide change for the better.

Staff Training

a. All personnel review the Suspension and Expulsion Policies annually at the annual orientation each August at the beginning of the new school year.

Regulation Approved: BARSTOW UNIFIED SCHOOL DISTRICT

August 22, 1995 Barstow, California

Revised: November 27, 2012

Revised: March 10, 2015

Students BP 5137(a)

#### POSITIVE SCHOOL CLIMATE

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

BP 5137(b)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.92- History-Social Science Instruction)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)

(cf. 5126 - Awards for Achievement)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds. BP 5137(c)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>  
National School Safety Center: <http://www.schoolsafety.us>  
U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>  
(3/93 2/95) 3/08

Regulation BARSTOW UNIFIED SCHOOL DISTRICT  
approved: August 22, 1995  
Revised: March 26, 2013

Students BP 5144(a)

## DISCIPLINE

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

(cf. 4158 - Employee Security)  
(cf. 5131 - Conduct)  
(cf. 5142 - Safety)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Study Teams)

Legal Reference: (see next page)  
BP 5144(b)

## DISCIPLINE (continued)

Legal Reference:  
EDUCATION CODE  
35146 Closed sessions  
35291 Rules  
35291.5 School-adopted discipline rules  
35291.7 School-adopted discipline rules: additional employees  
37223 Weekend classes  
44807.5 Restriction from recess for disciplinary purposes  
48630-48644.5 Opportunity schools  
48900-48925 Suspension and expulsion  
48980-48985 Notification of parents or guardians  
49000-49001 Prohibition of corporal punishment  
49330-49334 Injurious objects  
CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus  
353 Detention after school

Management Resources  
CDE PROGRAM ADVISORIES  
1223.88 Corporal Punishment, CIL: 88/9-5  
1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

## **Conduct Code Procedures**

### **(J) Hate Crime Reporting Procedures and Policies**

Regulation

Approved: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: May 23, 2006 Barstow, California

Revised: April 28, 2015

Students BP 5131.2(a)

#### **Bullying**

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

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

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health BP 5131.2(b)

services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

#### Bullying Prevention

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being BP 5131.2(c)

victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

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

When appropriate, based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

## Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district BP 5131.2(d)

compliance officer, whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

### Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules  
48900-48925 Suspension or expulsion  
48985 Translation of notices  
52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime  
647 Use of camera or other instrument to invade person's privacy: misdemeanor  
647.7 Use of camera or other instrument to invade person's privacy: punishment  
653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine

v. Blaine School District, (2002) 279 F.3d 719

BP 5131.2(e) Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008  
Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/s/ss>

Common Sense Media: <http://www.common sense media.org>

National School Safety Center: <http://www.schoolsafety.us>

ON [the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

(3/12 4/13) 10/14

Policy BARSTOW UNIFIED SCHOOL DISTRICT

Adopted: August 13, 2013 Barstow, California

Revised: March 10, 2015

Students BP 5145.3(a)

## Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

BP 5145.3(b)

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

BP 5145.3(c)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975 CODE

OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

#### COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130 Management

Resources:

#### CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

#### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

#### NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr> (4/13 2/14) 10/14

Policy adopted: BARSTOW UNIFIED SCHOOL DISTRICT

August 22, 1995 Barstow, California

Revised: December 11, 2001

Revised: October 12, 2004

Revised: November 27, 2012

Revised: May 27, 2014

Revised: March 10, 2015

Students AR 5145.3(a)

#### Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Pupil Services

551 South Avenue H; Barstow, CA 92311

(760) 255-6028

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

#### Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contract information to students, parents/guardians, employees, volunteers, and the general public, (and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)) posting them on the district's website and other prominent locations and providing easy access to them through district-supported social media, when available.

AR 5145.3(b)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored social media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. AR 5145.3(c)

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students. (cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

#### Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

AR 5145.3(d)

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

#### Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance AR 5145.3(e)

officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

#### Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that

traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

#### AR 5145.3(f)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district, and which may constitute gender based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information

AR 5145.3(g)

6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

AR 5145.3(h)

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and

activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall  
AR 5145.3(i)

use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

(2/14) 10/14

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Assessment of implementation of Anti-Bullying Policy and Procedures:

(Staff understanding for District Policy and procedures concerning bullying identification and reporting (Survey Staff determine level of knowledge regarding bullying policy and procedures.)

Administration has provided a copy of the district policy on bullying to every teacher. During professional development at the beginning of each school year Administration has discussed both the district and BHS policies on bullying with staff. Barstow high school administration has taken a more active approach to bullying on campus by being scene and talking to students daily. Because of these reasons students feel more comfortable discussing problems like bullying on campus. Because of early awareness administration can confront most situations prior to them becoming a serious problem.

#### **Action Plan**

## School Connectedness/School Climate

### Goal:

#### 1. Areas of Pride (What we do well)

A. All stakeholders have taken on the task of ensuring that Barstow High School remains a safe and secure campus. Administration has worked with neighbors in the surrounding area to report when students are on their property or walking the streets during school hours. This has helped keep students in line and get them to stay on campus. This has helped to create a culture of community participation and has been instrumental in improving the attendance rate.

B. Items of concern are continually brought forward to administration and forwarded to the maintenance team (cracks in cement and asphalt, broken lights, graffiti removal)

C. Barstow High School has seen a continued increase in student attendance, enrollment, test scores, graduation rate, and decrease in the dropout rate. This is evidence that goals are being met.

#### 2. Desired Change #1:

##### A. Related Strategies and Activities

1. Update safety monitors job description to address today's issues.

2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

##### B. Resources Required:

1. Funds to hire and train safety monitors to meet new standards/qualifications.

2. Continued SRO funding

##### C. Personnel Assignments

1. TBA

2. Barstow PD

##### D. Timeframe or completion

1. Ongoing

##### E. Budget

1. TBA

2. District

##### F. Evaluation criteria (How will you know success)

1. Bi-annual evaluations

2. Data from SWISS to determine number of incidences occurring during focus times and areas.

#### Emergency Procedures (Assurance of Preparedness)

Goal:

1. Areas of Pride (What we do well)

A. Active shooter drill

B. Updated emergency procedures

C. School wide assessment from CALCOP to address any issues and training needed.

2. Desired Change #1:

A. Related Strategies and Activities

1. Staff training

2. Rekey gates and doors that are determined a risk.

B. Resources Required

1. Funds for training

2. Maintenance

C. Personnel Assignments

1. Administration

2. Maintenance

D. Timeframe or completion

1. August 2017

E. Budget

1. District

2. District

F. Evaluation criteria (How will you know success)

1. Administrative evaluation

2. Administrative evaluation

Bullying Awareness and Prevention:

Goal: To prevent cyber or harassment bullying

1. Areas of Pride (What we do well)

A. Administrative and staff quick response

B. Stakeholder contact

C. Student willingness to report bullying has increased tremendously.

2. Desired Change #1:

A. Related Strategies and Activities

1. Determine avenues to prevent bullying off campus from spilling onto campus.

2. Alleviate/educate staff and students, cyber and social media bullying.

B. Resources Required

1. Anonymous tip line

2. Increase student access to administrator email.

C. Personnel Assignments

1. Admin.

2. Admin.

D. Timeframe or completion

1. 2016-2017 school year

E. Budget

1. unknown

2. none

F. Evaluation criteria (How will you know success)

1. Data on usage of tip line

2. Data taken on prevention of bullying

Anti-Bullying Policy

Bullying Defined:

Severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils. These acts include but are not limited to sexual harassment,

“Electronic Act” means the transmission communication, including, but not necessarily limited to, a message, text, sound, or image, or a post on a social network, internet website, by means of an electronic device, including, but not necessarily limited to, a telephone, wireless telephone, or other wireless communication device, computer, or other device.

Indicators of Bullying Behavior: Bullying behaviors may include, but are not necessarily limited to the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. Inappropriate references to an individual’s sexual orientation, religious beliefs, or ethnicity.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, theft, or exhibiting inappropriate and/or threatening gestures or actions.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber Bullying (Sexting): Sending insulting or threatening messages, sending nude or sexually suggestive pictures/videos, black mailing, via email, phone, texting, social media, or any other electronic or written form of communication.

Areas of where bullying can occur:

- Any School sponsored function i.e., field trips, proms, sports, etc.... □ School property including before and after school is in session.
- Bus stops or on the bus itself.
- Walking to and from school.
- On the internet through social networks such as Facebook, Twitter, Emails, Blogs, Chat rooms, etc.... □ In the neighborhood where the individual lives.
- Public areas where students are known to hang out when school is not in session such as skate parks, shopping malls, strip malls, bowling alley, etc....

Components to Bullying Behavior

When investigating a report of bullying the principal or designee shall assure the incident contains all of the following components:

1. Specific type of Aggression:

- Verbal
- Physical
- Psychological

2. Behavior is intended to Harm or Disturb

3. Carried out repeatedly and over time

4. Imbalance of Power □ Physical

- Psychological

Jurisdiction:

The administration and staff will act promptly on any act of bullying that takes place under the following conditions:

- Any District or school sponsored function i.e., field trips, proms, sports, etc....
- On School property including before school, after school, and while school is in session. □ Bus stops or on the bus itself □ Walking to and from school.
- Cyber-bullying that causes a disruption to the educational process for individuals, groups or the school.

- When a bullying act that began in a non-school setting presents itself in school and disrupts the educational process for individual, groups, or the school.

Education Code: 48900

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

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

Supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c,

286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in

Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a

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.

q) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision,

“hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by

means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

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 the school district personnel or 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 either school personnel or pupils by creating an intimidating or hostile educational environment.

#### Administrative Responsibilities:

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of District Policy and school procedures regarding antibullying.
- Develop and incorporate antibullying procedures into behavior or discipline codes.
- Review and revise these annually, as appropriate.

- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.

#### Staff Responsibilities:

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Discuss with students all aspects of the antibullying policy and strategies to prevent bullying.
- Encourage students to report bullying incidents.
- Learn to recognize the indicators of bullying behavior.
- Intervene immediately and take corrective action when bullying is observed.
- Understand individual responsibility not only to intervene when bullying is observed, but also, to report incidents and actions to appropriate District offices or outside agencies as required.

#### Student Responsibilities:

- Take responsibility for helping to create a safe school environment.
- Do not engage in or contribute to bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior, ask, encourage, or consent to anyone's taking retaliatory actions on your behalf.

#### Parent Responsibility:

- Talk to your child about bullying behaviors and encourage them to report incidents of bullying to you and school officials.
- Role model tolerance and citizenship.
- Keep communications open and on-going with teachers and principals.
- Help your child to accept responsibility for their actions.
- Seek out school and community resources when problems occur.

#### Responding to Bullying Complaints:

Reported incidents of bullying must be submitted (with the reporting party kept in confidence) within 30 days of the last incident taking place. Reports of bullying that are over 30 days since the incident occurred will not be investigated. This does not include previously written and recorded incidents of bullying that may constitute a pattern or history of bullying behavior.

- Assure the target of the bullying that the district takes bullying seriously, will not tolerate such treatment, and has a strong policy against bullying. Additionally, provide all parties involved with assurances regarding District policies on confidentiality and non-retaliation in the complaint investigation.
- Have the student (with the help of a staff member if necessary) accurately fill out all sections of the bullying incident report form. This form can be found online, in each school office and/or classroom. Every reported incident of bullying will be recorded on this document for the purpose of proper notification and follow-up of the reported incident.
- Intervene immediately and take corrective action to stop bullying behavior.
- Assure the target of the bullying that steps will be taken to monitor that the bullying behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.
- The parent or student must be notified within two (2) of receiving the report that it is being dealt with and a thorough investigation in a confidential manner shall be conducted and completed promptly.
- The student accused of bullying should be informed of the results of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf.
- Determine what type of action or consequences will resolve the situation this process shall not exceed 10 school days. Inform the target of the bullying (and his or her parent or guardian that corrective actions have been taken to resolve the complaint. This should be done in a manner that protects the privacy of all parties. Corrective action may include, but not be limited to: counseling, warning, or initiating disciplinary procedure against the offending student. Corrective action should be designed to prevent recurrence of the bullying.
- Continue to monitor with the target of the bullying that the bullying has stopped.
- It is important to note that bullying may at times be part of a continuum of violence, and that some bullying actions can and do constitute other categories of misconduct such; as sexual harassment, hate crimes, assault, blackmail, child pornography, or child abuse which may be reported to outside community members such as law enforcement and child protective services.

Procedural Steps:

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

BULLYING AS DEFINED BY EDUCATION CODE 48900 (r)

DEFINING BULLYING IN SIMPLE TERMS:

1. Specific Type of Aggression

- Verbal
- Physical
- Psychological

2. Behavior is INTENDED to Harm or Disturb.

3. Carried Out REPEATEDLY and OVER TIME

4. Imbalance of Power

- Physical
- Psychological

DEFINED IN EDUCATION CODE 48900 (r):

- Any severe and pervasive physical or verbal act or conduct
- Includes communication made in writing by means of an electronic act  Includes:
  - Sexual Harassment [EC 48900.2]
  - Hate Violence [EC 48900.3]
  - Harassment, threats or intimidation [EC 48900.4]

Has or can be reasonably predicted to have the effect of one or more of the following:

- Fear of harm to his/her person or property.
- Substantially detrimental effect on his/her physical or mental health.
- Substantial interference with his/her ability to participate in or benefit from services, activities, or privileges by a school.

ELECTRONIC ACT

Creation and transmission, originated on or off the school site, of a communication by means of an electronic device. Examples: □

A message, text, sound, or image

- A post on a social media network site, such as:
  - Posting to or creating a burn page
  - Creating a credible impersonation of another student
  - Creating a false profile

### Barstow Unified School District Bullying Incident Report

#### Bullying Defined:

Severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils. These acts include but are not limited to sexual harassment,

If you believe the incident, you are reporting meets the definition above, please complete this form. If you believe it may not be bullying but want to report an incident of inappropriate behavior, please request an incident report form.

Today's Date: \_\_\_\_\_ Name: \_\_\_\_\_

Name of Person being Bullied if different from above: \_\_\_\_\_

Name of Person(s) doing the bullying: \_\_\_\_\_

Date the Bullying Occurred: \_\_\_\_\_

Names of Witnesses (who saw): \_\_\_\_\_

Describe what happened: Be sure to include where it happened, when it happened (example: before school, at lunch, on bus), how it happened (give very detailed description of what took place). Use the back of the form if you need more space.

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I swear that the information I have given is true to the best of my knowledge. I understand that this incident will be kept as confidential as possible and that an investigation will be conducted.

Signed: \_\_\_\_\_

I further understand that the administration will utilize the following components to determine if the act is bullying.

#### 5. Specific type of Aggression:

- Verbal
- Physical
- Psychological

#### 6. Behavior is intended to Harm or Disturb

7. Carried out repeatedly and over time

8. Imbalance of Power

- Physical
- Psychological

Signed: \_\_\_\_\_

\_\_\_\_\_

Summary of Findings: (For use of Investigator/Principal or Designee)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Investigator    Date

Bullying Determination Guide

Education Code Section 48900 (r) Bullying- Corrective Action Worksheet:

Does the “bullying” student’s action or conduct constitute a violation of Education Code Section 48900 (r) for which the student may be subject to discipline?

Step No. 1: Act/Conduct Directed Toward One or More Students?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If YES, proceed with Step No. 2

If NO, proceed to Step No. 7

- Step No. 2: Physical or Verbal Act of Conduct?

\_\_\_\_\_ Physical Conduct (document nature of act or conduct)

\_\_\_\_\_ Verbal conduct (document nature of act or conduct)

If act or conduct via “electronic act” (as defined by 48900 (r)(2)(A) through a computer, phone, etc., the electronic act is best described as follows:

\_\_\_\_\_ Email(s)

\_\_\_\_\_ Text Message(s)

\_\_\_\_\_ Post(s) on Social Networking or Other Website(s)

\_\_\_\_\_ Burn Page

\_\_\_\_\_ Credible Impersonation

\_\_\_\_\_ False Profile

If an “electronic act,” make all reasonable efforts to obtain a copy or copies of the subject communication(s) content.

Assuming confirmation of one or more physical or verbal acts/conduct of bullying, proceed to Step No. 3.

If there is no physical or verbal act or conduct on which to premise discipline for bullying under 48900 (r), proceed to Step No. 7.

- Step No. 3: Severe or Pervasive Act/Conduct?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If YES, document how the act/conduct is severe and/or pervasive and proceed to Step No. 4.

If NO, proceed to Step No. 7.

- Step No. 4: Act/Conduct Meet 48900.2, 48900.3 and/or 48900.4 Definitions?

\_\_\_\_\_ Education Code 48900.2 (Sexual Harassment)

\_\_\_\_\_ Education Code 48900.3 (Hate Violence)

\_\_\_\_\_ Education Code 48900.4 (Harassment, Threats, or Intimidation)

If act or conduct DOES meet one or more of the definitions in Education Code 48900.2, 48900.3 or 48900.4, proceed to Step No. 5.

Because 48900 (r) does not require bullying acts or conduct to fit under the definitions of 48900.2, 48900.3 or 48900.4, to impose discipline, even if the one or more of the definitions are not met, STILL PROCEED to Step No. 5, if the school believes the bullying behavior is sufficiently severe or pervasive.

If act or conduct DOES NOT meet one or more of the definitions in Education Code 48900.2, 48900.3, or 48900.4, proceed to Step No. 7.

- Step No. 5: Actual or Reasonable Prediction of Harm/Effect?

Has the bullying conduct, or can the bullying conduct be reasonably predicted to have, the effect of any of the following:

\_\_\_\_\_ Placing a reasonable student (as defined in 48900 (r)(3)) in fear of harm to himself/herself or his/her property; or

\_\_\_\_\_ Causing a reasonable student (as defined in 48900 (r)(3)) to experience a substantially detrimental effect on his/her physical or mental health; or

\_\_\_\_\_ Causing a reasonable student (as defined in 48900 (r)(3)) to experience substantial interference with his/her academic performance, or

\_\_\_\_\_ Causing a reasonable pupil (as defined in 48900 (r) (3)) to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges by a school.

If act or conduct DOES MEET the actual or predicted harm/effect requirement on one or more bases, proceed to Step No. 6.

If the act or conduct DOES NOT meet the actual or predicted harm/effect requirement on one or more bases, proceed to Step No.

7.

- Step No. 6: Jurisdiction to Discipline.

Are the facts to support the school's jurisdiction to impose discipline on the student under Education Code 48900 (s), in that:

\_\_\_\_\_ Bullying occurred on school grounds; or

\_\_\_\_\_ Bullying occurred while going to or coming from school; or

\_\_\_\_\_ Bullying occurred during the lunch period whether on or off campus; or

\_\_\_\_\_ Bullying occurred during, or while going to or coming from, a school sponsored activity; or

\_\_\_\_\_ Bullying occurred off campus but caused or is reasonably likely to cause a substantial disruption to school activity or school attendance.

If there ARE facts supporting jurisdiction to discipline, the school may proceed with discipline, whether or not suspension or expulsion, as may be appropriate under the circumstances and as called for by the bullying student's discipline record.

If there ARE NOT facts to support jurisdiction to discipline the student, proceed to Step No. 7.

- Step No. 7: If Discipline for Bullying under 48900 (r) is Inappropriate.
- If the school determines under Steps No. 1 through 5 that discipline for bullying under Education Code 48900 (r) is inappropriate, the district should still determine whether the discipline is appropriate under any other provision of the Education Code or District policy.
- If the school determines under Step No. 6 that discipline of the student is inappropriate because the school does not have jurisdiction over the subject acts or conduct, then jurisdiction will not exist on any other potential basis for discipline.
- If the school lacks jurisdiction to discipline and depending upon the seriousness of the act/conduct, school officials should determine whether to directly contact law enforcement and/or whether to recommend that the victim student's family contact law enforcement.
- Regardless of whether the school determines that discipline for bullying is inappropriate (e.g., because act/conduct is not severe or pervasive, or student victim is not "reasonable pupil," or the conduct is directed toward a staff member as opposed to another pupil, etc.) the school may still take other non-disciplinary corrective actions, including but not limited to:

Coordinate and/or schedule a conflict resolution program and/or meetings between the student victim(s) and the perpetrating student(s) to discuss the subject behavior and its actual and potential consequences, and to resolve the students' dispute.

Meet with the bullying student(s) to discuss the subject behavior and its actual and potential consequences.

Verbally or in person discuss with the bullying student's parent or guardian the subject behavior and its actual and potential consequences.

Upon request by the bullying or victim's parent or guardian, consider facilitating contact information between the bullying and victim students' parent or guardian for them to (outside the school's involvement) discuss the situation and resolve the dispute.

Providing access to counselors or other support services to the bullying and victim

Attendance by alleged student bullies of training sessions regarding the harms of bullying.

School officials must also keep in mind that complaints of bullying may also be subject to an independent complaint process established by the district where the bullying is based upon a victim student's protected characteristic (e.g., race, ethnicity, gender, sexual orientation, etc.)

## **Safety Plan Review, Evaluation and Amendment Procedures**

Assessment of implementation and Emergency Plan and Preparedness:

Staff understanding of Emergency Plan and Preparedness:

(Survey staff understands of their role in an emergency, identify strengths and weaknesses)

Student understanding of Emergency Plan Preparedness

(Determine the student level of understanding of implementation of emergency plan)

To ensure that BHS is prepared for an emergency we have provided training to both students and staff. Training to staff has been conducted by local law enforcement agencies and BHS administration. Administration has also provided a copy of the district policy to every teacher. During professional development at the beginning of each school year Administration discusses the emergency plan with staff. Individual teachers have also instructed their students on the implementation of our emergency plan. BHS has recently completed an active shooter drill with several law enforcement agencies and fire departments. Providing a safe environment for our staff and students is a priority at BHS we will continue to train and learn better ways to ensure that our BHS family feels safe.

## Safety Plan Appendices

## Emergency Contact Numbers

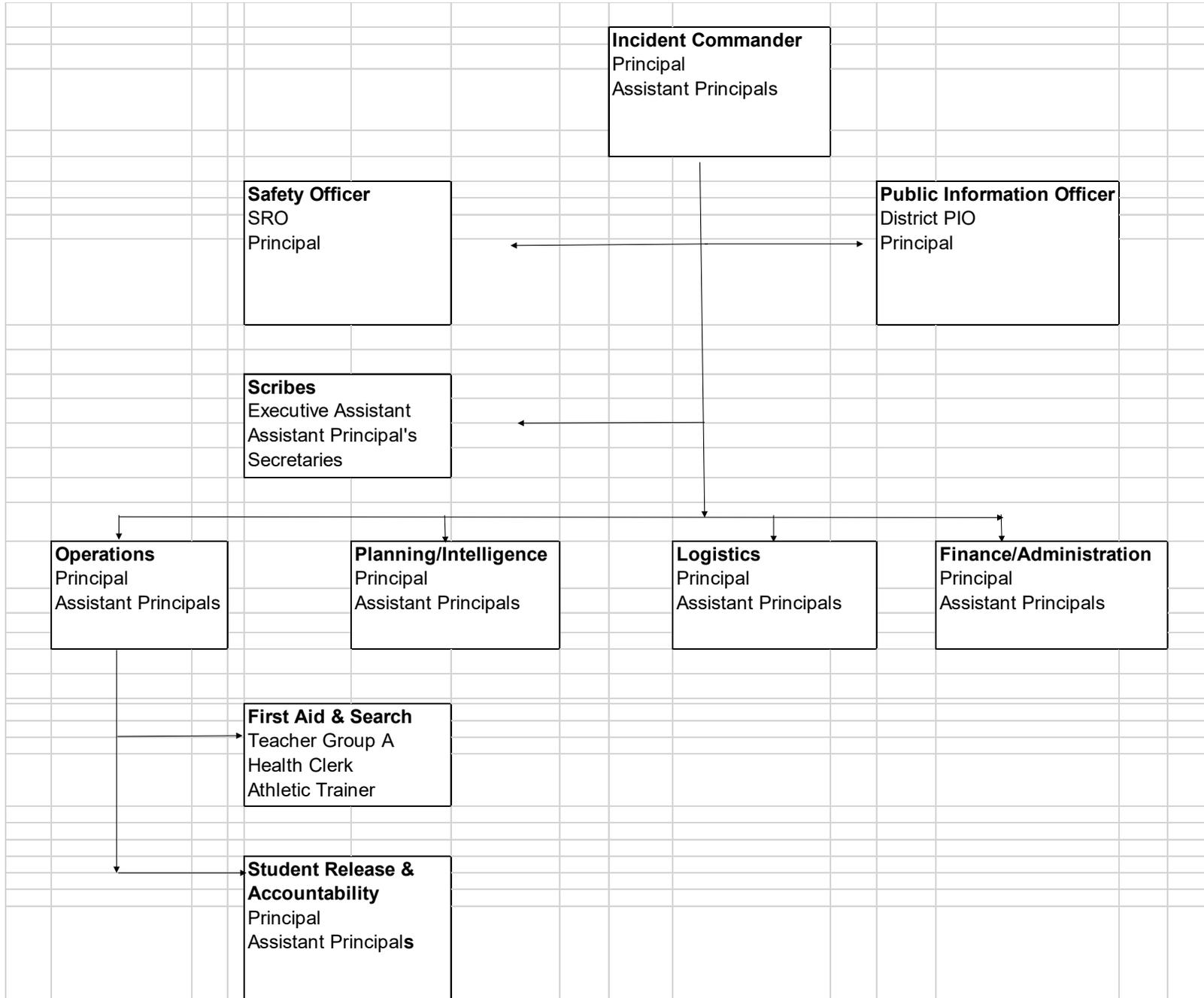
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services		911	
Law Enforcement/Fire/Paramedic	Barstow Police Department	760-256-2211	
Law Enforcement/Fire/Paramedic	San Bernardino County Sheriff Department	760-256-4838	760-256-1796
School District	Superintendent's Office	760-255-6006	
Other	Barstow High School Principal	760-255-6105	
American National Red Cross		760-245-6511	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e., review steps, meetings conducted, approvals, etc.)	<b>Date and Time</b>	<b>Attached Document</b> (Description and location)
Emergency Evacuation Plan for Fire	August 2020 - August 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Emergency Evacuation Plan for Fire	August 2020 - August 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Earthquake Procedures & Evacuation Plan	August 20120 - August 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Site Emergency Preparedness Plan Teams & Responsibilities	August 2020 - August 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Anti-Bullying Policy	August 2020 - August 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)

## Barstow High School Incident Command System



## **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 using standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. 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

#### Chapter 6: 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.

### Step Two: Identify the Level of Emergency

#### 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.

### Step Three: Determine the Immediate Response Action

#### 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:

Allocate time to formulate and maintain the specific teams.

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

#### General Emergency Procedures

##### EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell, or air horn signals.
- Fire drills will be conducted monthly.
- “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 will be conducted quarterly.
- The district has designed this plan based on CERT (Community Emergency Response Plan) procedures.

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

##### 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 which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents 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.

#### **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. 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.

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

to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into three major areas:

How to and When

How to and When

How and When to

to Lockdown: to Shelter in Place: Evacuate, Drop, Cover and Hold:

Campus Disorder Air Pollution Aircraft Accident

Firearm/Shooting Biological/Chemical Threat Bomb Threat

Hostage/Barricaded Subject Chemical Spills Earthquake

Threatening Intruder Severe Weather/ Flood

Stinging Insects 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 will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office after 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. The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced, and presented to the staff on a single page.

#### MULTI-HAZARD REFERENCE GUIDE:

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: □ State of War Emergency

- State of Emergency
- 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.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **AIRCRAFT ACCIDENT**

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

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

After Emergency:

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

### **Animal Disturbance**

#### **STINGING INSECTS**

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

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

Principal or Designee will:

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

Teachers will:

1. If outside, move students to nearest safe location.
2. Follow Shelter in Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.

5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When able, report any missing or extra students.
7. When able, check “buddy” for safety.
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, initiate extra duties as assigned.

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

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

After Emergency:

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

## **Armed Assault on Campus**

### Chapter 7: Emergency Response Procedures

#### 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 event of a Lockdown, the Principal or Designee will carry out all or some of the following:

1. Notify teachers and/or staff of Lockdown.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel on and off site, as needed.
  - b. Contact District Office.
  - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
  - d. Initiate portions or all of the Incident Command Team to assist in the event.
3. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. 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.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location.
8. Stay in control of all site activities until emergency personnel arrive.

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

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 (principal will advise) 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 administrators.
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.

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.

FIREARM/SHOOTING

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.

3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Policy BARSTOW UNIFIED SCHOOL DISTRICT  
Adopted: August 22, 1995 Barstow, California  
Revised: March 26, 2013  
Students BP 5131.7(a)

#### WEAPONS AND DANGEROUS INSTRUMENTS

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 5116.1 - Intradistrict Open Enrollment)
- (cf. 5131 - Conduct)
- (cf. 5138 - Conflict Resolution/Peer Mediation)

#### Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

- (cf. 4158/4258/4358 - Employee Security)

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151) BP 5131.7(b)

#### WEAPONS AND DANGEROUS INSTRUMENTS (continued)

- (cf. 3515.2 - Disruptions)

#### Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

BP 5131.7(c)

#### WEAPONS AND DANGEROUS INSTRUMENTS (continued)

##### Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

##### Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

##### Legal Reference:

###### EDUCATION CODE

35291 Governing board to prescribe rules for discipline of the schools

48900 Grounds for suspension/expulsion

48902 Notification of law enforcement authorities

48915 Required recommendation for expulsions

48916 Readmission

49330-49335 Injurious objects

###### PENAL CODE

245 Assault with deadly weapon

417.4 Imitation firearm; drawing or exhibiting

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razor, or stun gun; bringing or possessing in school 653k

Switchblade knife

16100-17350 Definitions

22810-23025 Tear gas weapon (pepper spray)

25200-25225 Firearms, access to children

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act, especially:

7151 Gun-Free Schools Act

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004 WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug Free Schools: <http://www.ed.gov/about/offices/list/osdfs>  
(3/08 3/10) 11/11

Policy BARSTOW UNIFIED SCHOOL DISTRICT

Adopted: August 22, 1995

Revised: March 26, 2013

Students AR 5131.7(a)

WEAPONS AND DANGEROUS INSTRUMENTS

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

AR 5131.7(b)

(cf. 5145.12 - Search and Seizure)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and based upon this analysis, shall take one of the following actions:

#### WEAPONS AND DANGEROUS INSTRUMENTS (continued)

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District/Police Security Department)

(cf. 4158/4258/4358 - Employee Security)

When informing the principal about the possession or seizure of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument, to the student's parents/guardians by telephone or in person and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)  
(7/01 3/10) 11/11

### **Biological or Chemical Release**

#### **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.

SEVERE WIND/WEATHER

When severe winds occur, Principal or Designee will immediately:

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

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

1. Avoid cafeterias, auditoriums, gymnasiums, and other structures with large roof spans.
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to “Drop, Cover and Hold”.
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.

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

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

After Emergency:

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

### **Bomb Threat/ Threat Of violence**

#### **BOMB THREAT**

If a threat is received by telephone:

1. Pay close attention to:
  - Exact wording
  - Speech characteristics
  - Background noises
2. Ask these questions:
  - Where is the bomb?
  - What kind of bomb?
  - When will it go off?
  - How big is it?
  - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.

4. Attempt to use the Bomb Threat Checklist. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.

4. Caution students against picking up or touching any strange objects or packages.

5. At signal for evacuation, teacher will evacuate students to the assembly area

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

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

Note: Unusual or suspicious objects may be:

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

7. Be ready to report missing, extra or injured students.

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

9. When able, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.

2. If necessary, supplemental class space will be located by District Office.

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

4. Preserve Bomb Threat Checklist as part of the After-Action Report (provided by principal or designee.)

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

## **Bus Disaster**

Regulation

Approved: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: July 29, 2003 Barstow, California

Revised: October 28, 2014

Students BP 5131.1(a)

## **Bus Conduct**

In order to help ensure the safety and well-being of students, bus drivers, and others, the Governing Board expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3540 - Transportation)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 5131 - Conduct)

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103)

(cf. 3452 - School Bus Drivers)

Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

#### Bus Surveillance Systems

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

(cf. 3515 - Campus Security)

BP 5131.1(b)

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

(cf. 5125 - Student Records)

#### Legal Reference:

##### EDUCATION CODE

35160 Authority of governing boards

39800 Transportation

39839 Transportation of guide dogs, signal dogs, service dogs

44808 Duty to supervise conduct of students

48900 Grounds for suspension and expulsion

48918 Expulsion procedures

49060-49079 Student records

49073-49079 Privacy of student records

##### GOVERNMENT CODE

6253-6270 California Public Records Act

##### CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

##### CODE OF REGULATIONS, TITLE 13

1200-1228 General provisions, school bus regulations

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

##### CODE OF FEDERAL REGULATIONS, TITLE 34

## 99.1-99.67 Family Educational Rights and Privacy

### Management Resources:

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/policy/gen/guid/fpco>  
(9/88 6/94) 7/08

### Policy

Adopted: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: May 23, 2006 Barstow, California

Revised: April 28, 2015

Students AR 5131.1(a)

### Bus Conduct

#### Bus Rider Rules

The following rules always apply when students are riding a school bus, including when on school activity trips:

1. Riders shall always follow the instructions and directions of the bus driver.

(cf. 3542 - School Bus Drivers)

2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.

(cf. 3541 - Transportation Routes and Services)

3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.

(cf. 5144 - Discipline)

8. Riders shall not use tobacco products, eat, or drink while riding the bus.

AR 5131.1(b)

(cf. 5131.62 - Tobacco)

9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.

(cf. 5131 - Conduct)

10. Riders shall not put any part of the body out of the window nor throw any item from the bus.

11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.

12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)

(cf. 6163.2 - Animals at School)

13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.

14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

(cf. 3543 - Transportation Safety and Emergencies)

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.

Bus drivers shall not deny transportation services except as directed by the principal or designee.

AR 5131.1(c)

#### Bus Surveillance Systems

The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the Superintendent or designee.

The content of any recording is a student record and may only be accessed in accordance with the district's policy and administrative regulation concerning student records.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(9/88 6/94) 7/08

## **Disorderly Conduct**

### **CAMPUS DISORDER**

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

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

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

## **Earthquake**

### **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 assume 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 manmade 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 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.

#### Yearly Principal Letter to Parents

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and other district facilities have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our Direct Connect telephone service. Additional information may be available through local radio stations.

#### District Release Policy

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or babysitter, unless there is written permission to that effect or that particular person is listed on the student's Emergency Card in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.

- Sites will inform parents where the designated emergency assembly and release station will be set up, if there has been an evacuation.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary, and if possible. It is essential that telephone lines be kept open for emergency calls.
- If you come to pick up your child, please be patient and orderly. We will release students as quickly as possible. Panic can spread very quickly if everyone does not remain calm.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation. We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 760-245-6511 or visit them online at [www.redcross.org](http://www.redcross.org). More information can be found at [www.fema.org](http://www.fema.org). If you have any questions or comments regarding our emergency preparations, please call the school office at -----.

Sincerely,

Principal

## 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 districtwide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan to operate on their own for at least 72 hours.

At first indication of ground movement, all staff will:

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

The Site Principal or Designee will:

1. Following initial ground movement activate the Site Incident Command Center which will:
  - a. Contact the District Emergency Operations Center to establish communication.

- b. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary, discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (in the classroom) will:

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

Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground.

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

Teachers and Staff (outside the building):

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

After Emergency

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

### **Explosion or Risk of Explosion**

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.

### **Fire in Surrounding Area**

Fire in Surrounding Area

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency

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

## **Fire on School Grounds**

### Fire on School Grounds

During Emergency Fire Evacuation, all staff and students will evacuate to the evacuation/assembly area(s) and emergency teams will report to the Emergency Operations Center (EOC) to perform their assigned duties once their students are supervised in the student assembly area(s). When evacuating, unlock the door and close the door.

Please Note: If you are unable to evacuate using the main classroom door, use any alternative way that is safe to evacuate (windows, alternate door, break down walls).

After Emergency Fire Evacuation:

1. Principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services". 2.

Students and Staff return to regular schedule OR

3. Student Release Plan is followed.

Please Note:

When evacuating, if you have a student who refuses to evacuate, and if help is needed to evacuate an injured student, you can radio for assistance, and someone will come help. Students should be trained to go to the evacuation area on their own and to let your buddy teacher know you are in need of assistance. For instance, if the teacher is the injured person and cannot evacuate, then the students need to be trained to take the red "Emergency Assistance Needed" sign to your buddy teacher so the buddy teacher can radio for help.

## **Flooding**

### FLOOD

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

1. Contact District Office for instructions.

2. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).

3. Determine need and ability to evacuate staff and students.

4. Check evacuation routes for safety.

5. Cancel all scheduled outside events.

6. Stay in control of all site activities.

7. Listen to news on battery operated radio.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.

2. If evacuating, be prepared to report missing, extra or injured students.

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

4. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.

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

3. Students may return to regular schedule.

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

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

## **Loss or Failure of Utilities**

### SHELTER IN PLACE PROCEDURES

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

Upon notification the Principal or Designee will:

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

## **Motor Vehicle Crash**

Motor Vehicle Crash

If you are witness to the accident:

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

When accident occurs, Principal or Designee will immediately:

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

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to regular schedule.

3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee

### **Psychological Trauma**

#### Psychological Trauma

Report to school site administration and/or school counselor

### **Suspected Contamination of Food or Water**

#### 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.

Regulation BARSTOW UNIFIED SCHOOL DISTRICT approved:

June 13, 1995 Barstow, California

Students BP 5131.6(a)

#### ALCOHOL AND OTHER DRUGS

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1020 - Youth Services)  
(cf. 4020 - Drug and Alcohol-Free Workplace)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6020 - Parent Involvement)

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

BP 5131.6(b)

(cf. 5131.61 - Drug Testing)  
(cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Steroids)

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

(cf. 5137 - Positive School Climate)

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

(cf. 1220 - Citizen Advisory Committees)

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

(cf. 1020 - Youth Services)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

#### Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and BP 5131.6(c) intervention program.

(cf. 4131 - Staff Development)

#### Intervention, Referral and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any

staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

#### Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 5131 - Conduct)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities)

BP 5131.6(d)

#### Legal Reference:

##### EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student

44645 In-service training anabolic steroids

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs

48915 Expulsion; particular circumstances

49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics, and restricted dangerous drugs

51210 Areas of study

51220 Areas of study, grades 7 to 12

51260-51269 Drug education

60041 Instructional materials

60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs, and marijuana

11053-11058 Standards and schedules

11353.6 Juvenile Drug Trafficking and Schoolyard Act

11357 Unauthorized possession of marijuana; possession in school or on school grounds

11361.5 Destruction of arrest or conviction records

11372.7 Drug program fund; uses

11802 Joint school-community alcohol abuse primary education and prevention program

11965-11969 The School-Community Primary Prevention Program

11998-11998.3 Drug and Alcohol Abuse Master Plans

11999-11999.3 Alcohol and drug program funding; no unlawful use

124175-124200 Adolescent family life program PENAL

CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors

828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

5812 National education goals

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention: <http://www.cde.ca.gov/ls/he/at> California

Healthy Kids: <http://www.californiahealthykids.org>

U.S. Department of Education, Office of Safe and Drug Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>  
(10/94 2/96) 7/04

Policy BARSTOW UNIFIED SCHOOL DISTRICT

Adopted: August 22, 1995 Barstow, California

Revised: October 28, 2014

Students AR 5131.6 (a)

ALCOHOL AND OTHER DRUGS

Instruction

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.  
(Education Code 51203, 51260)

(cf. 5131.62 - Tobacco)

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

(cf. 6142.8 - Comprehensive Health Education)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203)

(cf. 6143 - Courses of Study)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

AR 5131.6 (b)

#### Intervention

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in his/her professional capacity or in the course of his/her employment, knows, observes, or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when he/she believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if he/she believes that the disclosure would result in a clear and present danger to the student's health, safety, or welfare. (Education Code 44049, 49602)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5141 - Health Care and Emergencies)

(cf. 6164.2 - Guidance/Counseling Services)

(10/94 2/96) 7/04

Regulation BARSTOW UNIFIED SCHOOL DISTRICT

Adopted: August 22, 1995 Barstow, California

Revised: October 28, 2014

Students BP 5131.62(a)

#### TOBACCO

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The

Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

#### Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

These prohibitions do not apply to a student's possession or use BP 5131.62(b)

of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

#### Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

#### Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

#### Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, BP 5131.62(c) representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

#### Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

BP 5131.62(d)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

#### Legal Reference:

##### EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

## HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

## PENAL CODE

308 Minimum age for tobacco possession

## CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

## UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

## CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

## ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

## Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000 WEST

## ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

## WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Tobacco-Use Prevention Education: <http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov> (7/09 3/11) 4/

## Policy

Adopted: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: July 29, 2003 Barstow, California

Revised: October 28, 2014

Students AR 5131.62(a)

## TOBACCO

### Tobacco-Use Prevention Education Program

The district's tobacco-use prevention program shall provide students in grades 6-12 instruction which addresses the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use
2. Reasons adolescents say they smoke or use tobacco
3. Peer norms and social influences that promote tobacco use

#### 4. Refusal skills for resisting social influences that promote tobacco use

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

As appropriate, the district shall provide or refer students in grades 7-12 to tobacco-use intervention and cessation activities.  
(Health and Safety Code 104420)

(cf. 1020 - Youth Services)  
(cf. 5141.6 - School Health Services)  
(cf. 6164.2 - Guidance/Counseling Services)

These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.

In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)

AR 5131.62(b)

1. Referral to perinatal and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse prevention services

(cf. 5146 - Married/Pregnant/Parenting Students)  
(7/05 3/06) 7/09

#### **Tactical Responses to Criminal Incidents**

##### HOSTAGE/BARRICADED SUBJECT

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

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

#### THREATENING INTRUDER

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

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.

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

After Emergency:

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

**Unlawful Demonstration or Walkout**

Unlawful Demonstration or Walkout

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

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

1. Notify school office followed by the SRO or campus security
2. Notify Barstow Police Department (#) and/or San Bernardino Sheriff’s Office
3. Move students away from danger to nearest safe location Principal or Designee will:
  1. If out of principals or designee’s control, the Site Incident Command Post will be activated and will:
    - a. Confirm call to Police Department.
    - b. Contact District Office.
    - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
  2. Determine necessity of Shelter in Place or activating A.L.I.C.E.
  3. If Shelter in Place is determined, signal teachers to shelter in place in their classrooms or nearest safe building.
  4. Be prepared to evacuate students and staff to safer locations.
  5. Stay in control of all school activities until emergency personnel arrive.

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

Shelter in Place

1. Close all windows, lock doors, and turn off lights.
2. Turn off television.
3. Do not evacuate if you hear a fire alarm.
4. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
5. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
6. Changes will be communicated Activate A.L.I.C.E.
7. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions
8. Lockdown:
  - a. Move students into classroom or building
  - b. Lock all doors
  - c. Spread out within the room (do not huddle)
  - d. Look for alternate escape routes (another door/window)
  - e. Barricade the doors
  - f. Do NOT open the door for anyone
  - g. Dial 911 when safe
9. Inform:
  - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
  - b. Communicate any manner you can
10. Counter: (Be Prepared)

- a. Make noise
- b. Move quickly
- c. Throw things
- d. Create distractions
- e. Swarm
- f. Distance

11. Evacuate/GET OUT: if you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!

After Emergency:

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

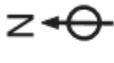
### **Emergency Evacuation Map**



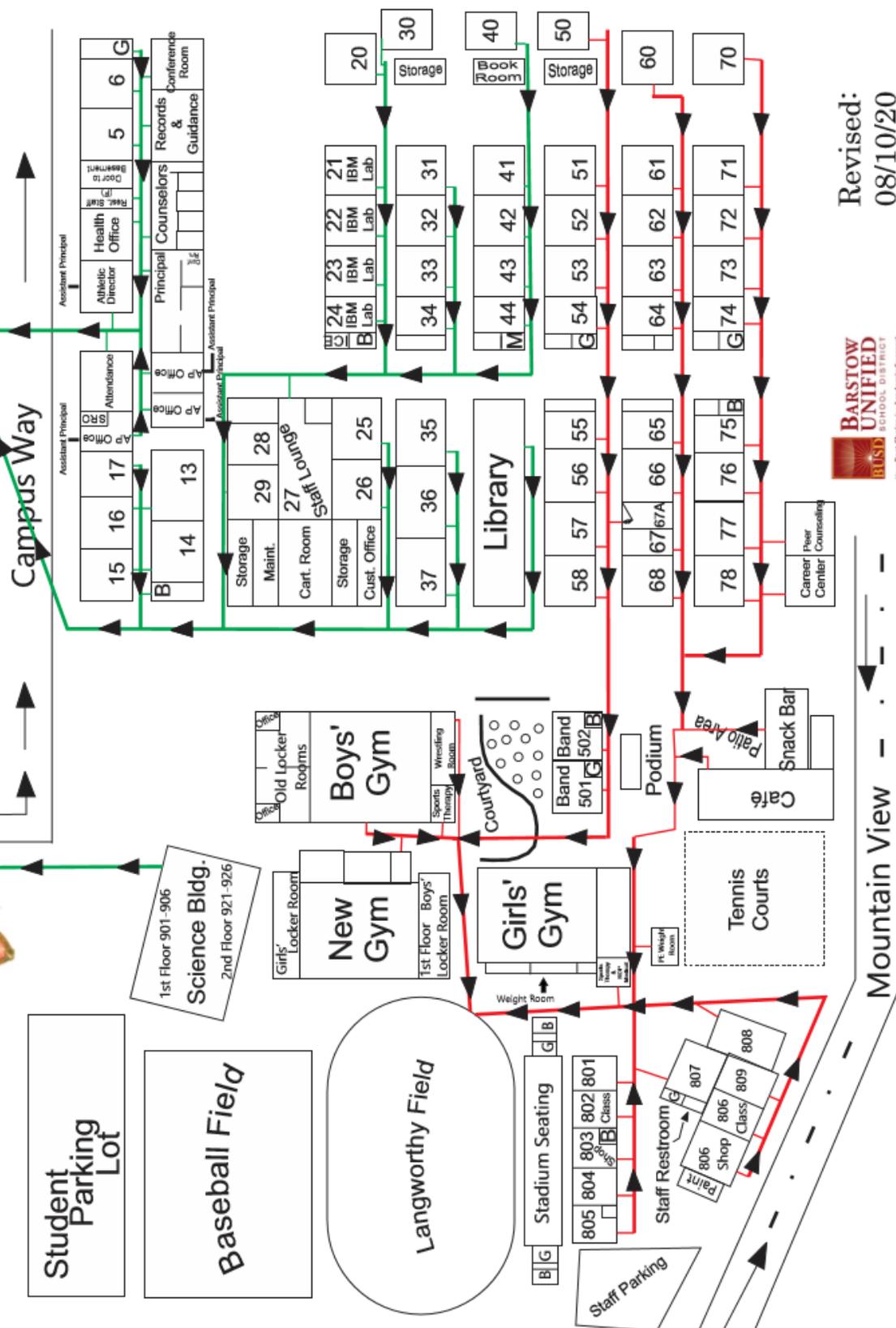


# Emergency Evacuation Plan

Practice Field

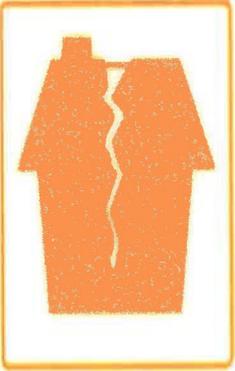


Drawing Not to Scale



Revised:  
08/10/20

## MULTI-HAZARD REFERENCE GUIDE

<p style="text-align: center;"><b>SUDDEN SHAKING</b></p> <p style="text-align: center;"><b>VIOLENT CRASH OR EXPLOSION</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• <b>Duck, Cover, and Hold!</b></li> <li>• <b>Stay under table and chairs until shaking or noise stops.</b></li> <li>• <b>Stay away from windows.</b></li> <li>• <b>Do NOT pry open doors/windows.</b></li> <li>• <b>Check for safest evacuation route.</b></li> </ul>	<div style="text-align: center;">  <p><b>EARTHQUAKE</b></p> </div>
<p style="text-align: center;"><b>WHEN YOU HEAR</b></p> <p style="text-align: center;"><b>FIRE ALARM OR ANNOUNCEMENT</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• <b>Stop! Check for safest route.</b></li> <li>• <b>Go upwind from odor or smoke.</b></li> <li>• <b>Evacuate to safest assembly area.</b></li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• <b>Clipboard</b></li> <li>• <b>Class Roster</b></li> </ul>	<div style="text-align: center;">  <p><b>EVACUATION</b></p> </div>
<p style="text-align: center;"><b>WHEN YOU HEAR</b></p> <p style="text-align: center;"><b>ACTIVATE A.L.I.C.E.</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• <b>HEAR ALERT,</b></li> <li>• <b>UTILIZING INFORMATION</b></li> <li>• <b>LOCKDOWN and/or barricade</b></li> <li>• <b>PREPARE TO COUNTER</b></li> <li>• <b>Evacuate if safe to do so</b></li> <li>• <b>Not a Linear, progressive response.</b></li> </ul>	<p>Alert</p> <p>Lockdown</p> <p>Inform</p> <p>Counter</p> <p>Evacuate</p>
<p style="text-align: center;"><b>WHEN YOU HEAR</b></p> <p style="text-align: center;"><b>“SHELTER-IN-PLACE”</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• <b>Close windows and doors.</b></li> <li>• <b>Instruct students sit at desks.</b></li> <li>• <b>Do not release students.</b></li> <li>• <b>Changes will be communicated.</b></li> </ul>	<div style="text-align: center;">  <p><b>SHELTER IN PLACE</b></p> </div>
<p style="text-align: center;"><b>WHEN YOU HEAR</b></p> <p style="text-align: center;">“This is the conclusion of all emergency services”</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• <b>Return to regular schedule.</b></li> </ul>	<p style="text-align: center;"><b>THIS IS THE CONCLUSION OF ALL EMERGENCY SERVICES</b></p>



Grade Level	Students		Teachers
TK-1 <sup>st</sup> Grades	Reading	20 minutes (5x weekly)	<b>Connect with Students/Families Weekly</b> <b>Connect with Site Administration</b> for up to 60 minutes weekly <b>Preparing for Lessons/Collaboration</b> 2 hours Daily <b>Total Instruction</b> 30 minutes/subject
	Writing	30 minutes (2x weekly)	
	Math	30 minutes (2x weekly)	
	Science/Social Studies	30 minutes (2x weekly)	
	Physical Education	30 minutes (2x weekly)	
2-4 <sup>th</sup> Grades	Reading	30 minutes (5x weekly)	<b>Connect with Students/Families Weekly</b> <b>Connect with Site Administration</b> for up to 60 minutes weekly <b>Preparing for Lessons/Collaboration</b> 2 hours Daily <b>Total Instruction</b> 30 minutes/subject
	Writing	30 minutes (2x weekly)	
	Math	30 minutes (2x weekly)	
	Social Studies	30 minutes (1x weekly )	
	Science	30 minutes (1x weekly)	
	Physical Education	30 minutes (2x weekly)	
5-6 <sup>th</sup> Grades	Reading	30 minutes (5x weekly)	<b>Connect with Students/Families Weekly</b> <b>Connect with Site Administration</b> for up to 60 minutes weekly <b>Preparing for Lessons/Collaboration</b> 2 hours Daily <b>Total Instruction</b> 30 minutes/subject
	Writing	30 minutes (5x weekly)	
	Math	30 minutes (5x weekly)	
	Social Studies	30 minutes (2x weekly )	
	Science	30 minutes (2x weekly)	
	Physical Education	30 minutes (5x weekly)	
Junior High & High School	Estimated Learning Time	30 minutes per period	<b>Connect with Students/Families Weekly</b> <b>Connect with Site Administration</b> for up to 60 minutes weekly <b>Preparing for Lessons/Collaboration</b> 2 hours Daily <b>Total Instruction</b> 30 minutes/class period Daily

**Teacher Duty Guidelines**

**Connect with Students/Families**

Newsletters, Emails, Infinite Campus All Calls, Remind App, etc

**Connect with Site Administration**

Staff Meetings, Department Meetings, Grade Level Meetings, PLCs, Emails

**Preparing for Lessons/Collaboration**

Developing Distance Learning Packets, Recording Videos, Maintaining Google Classroom, Lesson Planning, Working in Groups of Teacher's Choice for Lesson Development, etc.

**Total Instruction**

Office Hours, Recorded Lessons, Google Classroom Interactions, Email, etc.

TK-1= 340 min/week

2-4= 390 min/week

5-6= 720 min/week

Secondary= 1,050min/week



## 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

