

Comprehensive School Safety Plan

**2021/2022
School Year**

School: Central High School
CDS Code: 36 67611 3630712
District: Barstow Unified School District
Address: 405 North Second Ave.
Barstow, CA 92311
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Approved by:


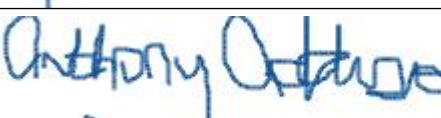
Name	Title	Signature	Date
James Davis	Principal		
Anthony Addison	School Site Council President		

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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 Central High School - Main Office.

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Central High School Safety Committee

Central High School/School of Opportunity

The Comprehensive School Safety Plan Self-Monitoring Tool attached to the end of this plan, certifies that the requirements for the SB 187 Safety Plan have been met. Safety Planning Committee/School Site Council Members:

Sarah Abbas - Classified Staff
Ryan Beal - Classified Staff
Brian Blakely - Teacher
Kelsey Cass - Teacher
Hieu Nguyen - Teacher
James Davis - Administration
Alma Esquivel - Classified Staff
Michelle Colleoc - Counselor
Briana Simonaitis - Classified Staff
Jorge Perez- Teacher
Ana Jaramillo - Classified Staff
Stacy Krommenhoek - Classified Staff
Tara Martinez - Classified Staff
Amy Bawden - Teacher
Kimberly Sager - Teacher
Lillian Sauer - Teacher
Edgar Turner - Teacher
Anthony Addison - School Site Council President
Leola Harris - Parent/Guardian
Denise Starks - Parent/Guardian
Jenna Romero-Mojica - Student
Mordecai Espinosa - Student
Myanna Simionaitis - Student

Assessment of School Safety

Annual Safety Goals:

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2) Based on the data analysis, the School Safety Planning Committee and/or the School Site Council 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 in order to improve the campus climate. The School Safety Committee and/or School Site Council, in order to keep the goals for the Safe School Plan, will review data and discuss progress at least three times during the Plan year.

Assessment of Behavior and Crime:

Positive Environment Assessment: Central High School Staff and SSC reviewed suspension data as well as the survey data from a PBIS visit, during a staff meeting on February 7, 2018.

Suspensions and Expulsion Rates: Central High School data reflecting the past few years show a slight increase in the total number of suspensions. In 2015-2016 the suspension total equaled 30. During the 2016- 2017 school year the suspension total was around 40. Thus far this school year 2017- 2018 there has been 29 out of school suspensions which is slightly higher than the amount during this same time last school year! Most suspensions are coming from other programs located on CHS's campus, i.e. Success Program and School of Opportunity Program. CHS staff and administration are trying to be more consistent with the PBIS implementation which has maintained the number of suspensions thus far, but will hopefully show a decrease in the number of out of school suspensions by the end of the school year.

Assessment of implementation and Emergency Plan and Preparedness:

Staff understanding of Emergency Plan and Preparedness: The CHS staff and students seem to understand the Emergency Plans very well. There are monthly discussions during staff meetings about Safety issues and Safety Preparedness. During the 2014- 2015 school year staff and students were involved in a School-wide Active Shooter on Campus Drill along with Law Enforcement and City Emergency personnel, which was quite successful. Staff has also viewed Active Shooter videos during staff meetings. The staff is pretty efficient with the emergency plan at CHS. During the 2016 – 17 school year the staff participated in an ALICE Active Shooter training. The staff has been provided with a Lockdown emergency kit that includes, water, dried food bar, portal pot and privacy tent for every classroom with instructions on the use in the case of a lockdown situation. Students' understanding of the Emergency Plan may not be as efficient as that of the staff but are very well capable and able to execute a Lockdown, Fire and or Evacuation Drill without any hesitations or problems. During the 2017- 2018 school year, bi-monthly discussions of Safety and Emergency procedures take place during staff meetings. The goal is to include the students in these discussions during selected class periods.

Assessment of implementation of Anti-Bullying Policy and Procedures:

CHS host an Anti- Bullying Assembly each school year for its' staff and students, the message seemed to have resonated well, being that we get very few reports and or acts of bullying on our campus. We also continue to model and teach positive life lessons throughout the entire school year to encourage our students to speak-up or step-in anytime they witness any form of bullying.

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

Action Plan

School Connectedness/School Climate

Goal: Improve overall effectiveness of SWPBIS program by increasing student's involvement, productivity and positive behavior and decreasing Office Discipline Referrals by 10%.

1. Areas of Pride (What you did well.)

- a. All students and staff are provided a safe teaching and learning environment
- b. We continue to monitor the comprehensive safe school action plan to make sure that it is relevant to the needs of CHS staff & students
- c. Confer and maintain a positive relationship with School Resource Officers, in the monitoring of the comprehensive safe school action plan.
- d. Maintain district emergency evacuation preparedness plan, participate in all preparedness drills and implement the district's plan in time of an emergency.
- e. Incorporated More Student incentive prizes for, attendance, behavior, productivity and involvement.

2. Desired Change #1: Increase positive behavior activities campus wide.

A. Related Strategies and Activities:

1. Staff will meet regularly to discuss positive behaviors and related activities
2. Staff will disseminate this positive information to students daily through school bulletin
3. Staff will continue to be trained in PBIS activities
4. Bring in more positive action activities & assemblies for the students
5. Have an annual Student talent assembly for all staff & student body

B. Resources Required:

1. Safe School Plan, Staff, School Resource Officers & Students.
2. PBIS power points and information
3. Flyers, Mail outs & School Bulletin.
4. Materials, supplies & funds to put on activities.
5. PBIS lessons for students

C. Personnel Assignments:

1. All staff and students will brainstorm ideas for positive behavior.
2. Staff and principal will continue to attend PBIS trainings
3. Staff will continue to learn PBIS strategies

D. Timeframe for completion

1. May 2019.

E. Budget

1. Coach Stipend.
2. Incentives for positive behavior.
3. Funds for positive behavior activities school wide

F. Evaluation criteria (How will you know success)

1. Data from SWIS.
2. School Climate change
3. Participation rate/ Involvement of staff, students & parents

Emergency Procedures (Assurance of Preparedness)

Goal: For all students and staff to feel safe and secure before, during and after school hours and to Feel assured and prepared for any crisis and or emergency.

1. Areas of Pride (What you do well)

- A. CHS staff has training and skills outside of job descriptions.
- B. CHS has had effective quarterly Fire & Evacuation drills.
- C. CHS staff & students have successfully participated with Law enforcement & Emergency personnel in an Active Shooter on campus drill 2015. Staff also participated in an ALICE Active Shooter Training during the 2016 school year. 2017- 2018 continuous discussions of the drills & trainings along with videos.
- D. CHS has continuous discussions and conversations about emergency procedures.
- E. Each classroom has lockdown supplies, water, dried food, portal pot / tent.

2. Desired Change #1: More-detailed clear/ efficient emergency response plan

A. Related Strategies and Activities:

1. Additional practice in full-scale drills where all participants respond to stations with proper equipment.
2. Assemble and store required materials for all positions, including emergency foods, water & supplies.

B. Resources Required:

1. Calendar time to practice drills with staff and school population.
2. Update parent contacts.
3. Complete inventory of supplies: food, water, equipment, etc.

C. Personnel Assignments:

1. Admin. & Staff has identified roles in emergency situations.
2. Training of staff for various Safety programs, i.e. ALICE

D. Timeframe for completion

1. Completed by May 2019.

E. Budget

1. Supplies for classrooms.
2. Funding for food, water, miscellaneous.
3. Timecards for training and preparation.

F. Evaluation criteria (How will you know success)

1. Successful full staff/student body drill.
2. City and/or Fire Department approval.

3. Desired Change #2: To have an emergency supply kit in every classroom.

A. Related Strategies and Activities:

1. Purchase emergency kits including toilets and privacy screens.
2. Staff receives and familiarizes themselves with kits and their supplies and purposes.

B. Resources Required:

1. Pre-assembled kits.

C. Personnel Assignments:

1. Administrator purchases kits.

2. Safety committee distributes kits at staff meeting.

D. Timeframe for completion

Completed by May 2019.

E. Budget

1. Cost of kits.

F. Evaluation criteria (How will you know success)

1. Checklist to confirm kits in every room.

4. Desired Change #3: Staff assigned to emergency positions, and made aware of duties that correspond to those positions.

A. Related Strategies and Activities:

1. Have a designated Wednesday training for assignments and duties.

2. Staff will familiarize themselves with equipment to be used and where supplies are kept.

B. Resources Required

1. Respondent kits: helmets, vests, flashlights, radios, first aid kits, etc.

C. Personnel Assignments:

1. Will attach School Emergency Organizational Chart.

D. Timeframe for completion

1. Completed by May 2019.

E. Budget

1. Cost of any additional materials needed.

F. Evaluation criteria (How will you know success)

1. Checklist to confirm all assignments have been given and duties explained.

Bullying Awareness and Prevention:

Goal: To educate the staff, the students and the parents on how to recognize and prevent bullying in both the academic environment and the Workplace.

1. Areas of Pride (What you do well)

A. The CHS staff promotes positive behavior and helps to prevent bullying.

B. School-wide Rules Assembly which includes Anti Bullying

C. School-wide incentive programs for positive behavior.

D. Focus on "Zero Tolerance" for incidences of bullying.

2. Desired Change #1: Heightened awareness for students of what bullying looks like and how to be proactive in changing the bullying behavior.

A. Related Strategies and Activities:

1. Provide anti-bullying training for students.

2. Assemblies throughout the year to revisit and promote students' understanding as well as strategies to dealing with bullying.

B. Resources Required:

1. Anti-bullying training.

2. Establish clear policies and rules for bullying behavior.

C. Personnel Assignments:

1. CHS will monitor frequency and degree of bullying behaviors.

2. Admin will train and present assemblies.

D. Timeframe for completion

1. May 2019.

E. Budget

1. Staff training.
2. Incentives.

F. Evaluation criteria (How will you know success)

1. SWIS data to be reviewed each semester.
2. Student surveys.

3. Desired Change #2: Heightened awareness for parents of what bullying looks like and how to be proactive in changing the bullying behavior.

A. Related Strategies and Activities:

1. Informational assembly at the beginning of the year to provide goals and strategies to parents and community.

B. Resources Required:

1. Legal and educational documentation on bullying.
2. Presenter training.

C. Personnel Assignments:

1. Administrative training to lead parent/community discussions.

D. Timeframe for completion

1. May 2019.

E. Budget

1. Informational pamphlets parents and community.

F. Evaluation criteria (How will you know success)

1. Before and After Parent Survey

4. Desired Change #3: Heightened awareness for school staff of what bullying looks like and how to be proactive in changing the bullying behavior.

A. Related Strategies and Activities:

1. On-going training in identifying and rectifying bullying behavior at regular staff meetings.
2. Informational training where school staff is made aware of legal rights and responsibilities of school personnel in bullying activities.

B. Resources Required:

1. Legal and educational documentation on bullying behaviors.
2. Presenter training.

C. Personnel Assignments:

1. Counselor training.
2. Administration training to lead discussions.

D. Timeframe for completion

1. May 2019.

E. Budget

1. Staff training.

F. Evaluation criteria (How will you know success)

1. Before and After survey.
2. SWIS data to be evaluate

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

A. Definition of Child Abuse Child abuse means a physical injury that is inflicted upon a child by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

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

C. Sexual Activity

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

a. Involuntary sexual activity is always reportable.

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

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

Disaster Plan (See Appendix C-F)

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 to Initiate A.L.I.C.E.:

Campus Disorder
Firearm/Shooting
Hostage/Barricaded Subject
Threatening Intruder

How to and When to Shelter In Place:

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

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

Aircraft Accident
Bomb Threat
Earthquake
Flood
Fire/Explosion

Public Agency Use of School Buildings for Emergency Shelters

See BUSD District Policies.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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)

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 has to 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 also 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 - Students

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 an 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:

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 BP 5145.7(b)
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 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: BP 5145.7(c). For further references, see district board policy.

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
Heather Reid@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;5CCR4916)

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), (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: AR 5145.7(b)

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 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 to the Superintendent or designee. (cf. 5141.4 - Child Abuse Prevention and Reporting)

AR 5145.7(c)

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 the law and district 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. 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 harassed individual 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) 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

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

Central High School Dress Code

Clothing

1. Clothing will be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard. Pants shall not sag and the waist size shall not be more than two inches larger than the student's waist size.
2. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), shirts, spaghetti straps, and blouses which expose sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at school or during school sponsored events/activities. Outer clothing will properly cover all under garments at all times.

Footwear

3. Safe footwear must be worn at all times. House slippers and flip-flops are not permitted. Sandals must have a heel strap that is being used.

Headwear

4. Hats worn by male or female students are not permitted in the building at any time. Do rags or hair nets are not be worn in the building at any time.

Accessories

5. Accessories that suggest obscene gestures, pictures, wording and/or are drug, alcohol, or occult related are not permitted. The Administration reserves the right to judge material on its appropriateness.
6. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for the student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.
7. Tattoos are to be covered if they promote or cause any disruption to the educational process.
8. Gloves may be worn during inclement weather only.
9. Finger rings, body rings, bracelets, earrings or chains which may be considered disruptive, a safety hazard or used as a weapon are not permitted.
10. Make-up which is deemed disruptive to the educational process is not permitted.

Hairstyles

11. Hairstyles that are deemed a safety hazard or are disruptive to the educational process are not permitted. Hair must be neat and clean.

Additional Information

12. Students are not permitted to wear any type of clothing accessories, or jewelry designating membership in private clubs or gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
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. 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 at the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.
15. The state of California and the Barstow Unified School District Board of Trustees is also concerned about health issues related to safety. They include protection from sun damage to students. When out of doors, in sunny areas, students are encouraged to wear clothing including unadorned hats, caps, and sunglasses designed to protect students from sun damage. Sun screen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5) Students BP 5132(a)

DRESS AND GROOMING BP 5132(a)

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.

DRESS AND GROOMINGBP 5132(b)

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 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 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 sun glasses designed to protect students from sun damage. Sun screen lotion can be used by students during the school day without a physicians'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 AR 5132(b) 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.
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 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.

DRESS AND GROOMING AR 5132(c)

Gang Related Apparel

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. 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.

Dress and Grooming Uniforms 5132(d)

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). 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)

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

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.

Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities coordinating with emergency response personnel.

Planning It is recommended for schools to 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

1. Each school in the Barstow Unified School District has evaluated their campus and created an emergency evacuation map for fire, earthquake and other emergencies.
2. 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 school and District have identifies the evacuation locations.

3. 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.
4. It is the goal of the District and this school to protect the students and staff by taking precautions such as these.

Staff Training

1. All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

Daily Ingress/Egress Routes

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

Component:

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

Element:

1. CHS has a staff that actively incorporate BPIS strategies and meet weekly to discuss student behavior and re-directive strategies.
2. CHS utilizes a plethora of incentives, recognition, and celebrations for students and staff who regularly follow expected school wide behaviors.
- 3.. CHS has connected the strategies of PBIS with Student Study Team to address behavior and its impact on student academic achievement.
4. CHS students and staff understand school wide behavior expectations, based on student surveys and school wide assessments.
5. CHS has implemented a "Circle Group" strategy for the behavioral and emotional support of targeted students.
6. CHS staff utilize restorative practices and other means of correction to hold students accountable and to help students understand how to make better choices so they learn from their mistakes.

Opportunity for Improvement:

CHS has implemented a "Circle Group" strategy for the behavioral and emotional support of targeted students. CHS also utilizes the "Circle Group" to support and "progress check" potential graduates so as to keep them on track to graduate. CHS needs to conduct ongoing training as staff and student populations change, so that all stakeholders are informed of the expectations and implementations of all CHS strategies including the PBIS model.

Objectives	Action Steps	Resources	Lead Person	Evaluation
CHS will implement a multi-pronged approach that utilizes PBIS strategies along with support strategies that are directly related to CHS.	<ol style="list-style-type: none"> 1. CHS teachers will continue to attend training provided by SELPA and work with SELPA PBIS coaches and District PBIS coach to refine our multi-pronged interventions. 2. CHS teachers will continue to meet weekly and discuss the implementation of the discussed, and decided upon, interventions. 	<ol style="list-style-type: none"> 1. Training at SELPA 2. Weekly entire staff meetings 3. Allotted time during staff meetings for PBIS training 4. District PBIS Coach support 	Laura May, CHS-PBIS coach; James Davis, principal; entire CHS staff; Anthony Addison, CHS-SSC President; BUSD PBIS coach; and SELPA PBIS coaches.	<ol style="list-style-type: none"> 1. Analysis of student discipline data in SWIS 2. Stakeholder surveys 3. Suspension & Expulsion Rates 4. Circle Group reporting out

Objectives	Action Steps	Resources	Lead Person	Evaluation
CHS needs to conduct ongoing training (as staff and student populations change) so that all stakeholders are informed of the expectations, protocols, and procedures of all CHS strategies including the PBIS model.	<ol style="list-style-type: none"> 1. Continue with a sections in the Student Handbook that are relative to PBIS such as "The Six Pillars of Character"; the "Student Learning Outcomes"; and the "Ten Wise Choices". 2. Distribute the Student Handbook to all new students whenever they enroll. 2. Provide on-going communication with stakeholders about PBIS related activities. 	<ol style="list-style-type: none"> 1. Printing of Student Handbook 2. Bi-Monthly Parent Newsletter containing PBIS related information 	<ol style="list-style-type: none"> 1. The CHS staff will create section in the Student Handbook 2. The Principal will distribute the Student Handbook to new enrollees. 3. Principal will consult with the entire CHS staff and will provide PBIS related information in a bi-monthly parent newsletter. 	<ol style="list-style-type: none"> 1. Stakeholder surveys 2. Substitute feedback forms 3. Bi-monthly Parent Newsletters 4. Student Handbook

Component:

CHS staff and students will be prepared for emergencies, should they arise.

Element:

1. CHS conducts regular scheduled drills so that students and staff may practice routines for a variety of emergencies.
2. Teams with specific stations and duties were created to support safety in the event of a longer-term emergency.
3. Emergency preparedness training is conducted at the beginning of each school year.
4. Emergency hand-held radios are in every classroom to use as a communication method in case of emergency
5. All visitors are accounted for using the RAPTOR system and visitor sign in log.

Opportunity for Improvement:

CHS needs to continue to prepare for and practice routines to address longer-term emergencies. CHS needs to continue to work with district maintenance department to repair and/or upgrade existing facility features to provide additional safety in the event of an emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
CHS needs to continue to prepare for and practice routines that effectively address all shorter-term and longer-term emergencies	<ol style="list-style-type: none"> 1. CHS Safety Team meets weekly to review safety routines and to discuss safety related items. 2. Staff is provided with training on latest emergency procedures and considerations 3. Provide supplies for staff member, so that they may meet the needs of students and staff during a longer-term emergency 4. Provide ongoing training and practice for longer-term emergencies 	<ol style="list-style-type: none"> 1. Guidelines and written procedures for staff and each emergency response team. 2. Staff divided into emergency response teams based on ability and special skills 3. Supplies purchased for each emergency response team 4. Time for training and practice 	<ol style="list-style-type: none"> 1. Site Safety Committee (entire CHS staff and James Davis, principal) 2. District Safety Committee, including Director II Pupil Services and Director Child Welfare & Attendance 	<ol style="list-style-type: none"> 1. Staff questionnaire 2. Staff input during weekly safety meetings. 3. Observations recorded during drills and practice sessions
Work with district maintenance department to repair and/or upgrade existing facility features to provide additional safety in the event of an emergency.	<ol style="list-style-type: none"> 1. Regular maintenance and repairs as needed of the emergency lights in each classroom 2. Repair and/or upgrade emergency bell system as needed 	<ol style="list-style-type: none"> 1. Work orders for repairs of emergency lights as needed 2. Work orders for repairing aging facilities 3. Materials for the repair and/or upgrade of emergency bell system 	<ol style="list-style-type: none"> 1. James Davis, Saleta Luna-Bordier, and Briana Simonaitis will place the work orders 2. District maintenance department will oversee the bidding, ordering of parts, and repairs of emergency bell system parts 	Sign-off by Barstow Fire Department representative.
CHS needs to continue to prepare for and exercise the school's ability to maintain as safe an environment as possible given the COVID-19 initiated health risks to all stakeholders at the school.	<ol style="list-style-type: none"> 1. Staff needs to stay abreast of current safety precautionary steps to best ensure the safety of all. 2. Communicate with all stakeholder groups regularly and effectively regarding all things related to COVID-19. 	<ol style="list-style-type: none"> 1. E-mail. 2. Texts 3. Individual phone calls to the home. 4. All-calls to blanket inform. 5. Google Classroom contacts. 6. Administrative Home Visits. 7. One-on-one Student Intake Meetings. 8. Insure PPP items are available as needed. 	<ol style="list-style-type: none"> 1. James Davis, Principal, will perform the home visits. 2. All classroom staff members will utilize assorted technologies to make home contacts. 3. Office staff will utilize assorted technologies to make home contacts. 	<ol style="list-style-type: none"> 1. Deidre Long, BHS Risk Management Coordinator.

Component:

To decrease the amount of bullying incidents and to increase bullying awareness and prevention school-wide.

Element:

- a. CHS will strive to identify and will investigate possible bullying quickly and thoroughly
- b. Principal conducts one-on-one student enrollment intakes (with the parent in attendance) and clearly explains the unacceptable nature of Bullying.
- c. Implementation of "Circle Group" strategies used by all staff members
- d. School Counselor available on site every day to help with concerns of bullying and social/emotional development.
- e. The REACH program is utilized by all staff members to educate all students on the negative effects of Bullying and its unacceptability.

Opportunity for Improvement:

Opportunity for Improvement: Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying	1. More focus on positive interventions. 2. Use of "Circle Group" teams to intervene. 3. Constant surveillance by all staff members. 4. Guidance lessons with School Counselor. 5. REACH lessons for all staff members. * REACH program will be dependent upon students actual attendance post the COVID-19 interruption. 6. Weekly staff discussions on what is working and what is not and then redirect services. 7. Student Handbook will contain specific anti-Bullying statements as well as anti-Bullying posters around the campus.	1. School Counselor 2. Principal 3. Teacher and student time for peer interaction. 4. Training for REACH program. 5. Materials for REACH and guidance lessons.	1. James Davis, Principal; Michelle Colleoc, School Counselor; and Amy Bawden, PBIS Site Coach.	1. Review of referrals and other data (e.g. school counselor notes in Infinite Campus) 2. weekly input of teachers, support staff, parents, and students

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Central High School Student Conduct Code**

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.

Have a great attitude!

Responsible:

Be here

Be productive

Be on time

Respectful:

Behave

Be considerate

Be supportive

Be Positive:

Build others up

Find kind words

In class

Work on course work

Clean up area used

Use quiet voices

Use polite tone of voice

Help others if needed

School events

Be positive to all speakers

listen

Participate/interact

Raise hand to speak

Be happy for others

Be supportive

Halls/ Courtyard

Walk always in the hallways

Be especially quiet if in hallway outside of passing times

Keep language polite

Be considerate-think of others

Lunch

Stay on campus

Stay healthy-keep from smoking

Be polite in line to workers and off cell phones in line

Be back from Del Taco on time

Greet cafeteria workers

Technology

Use cell phones at breaks, lunch or after class

Share computers when necessary
Music- listen to iPods before or after class
Honor teachers time and room

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.

Conduct Code Procedures

Whenever a student falls short of fulfilling his/her obligation to adhere to these codes, there are interventions that are implemented in a hierarchical fashion:

1. The observing staff member will counsel the student regarding appropriate behavior.
2. The observing staff member will notify the student's Circle Group so as to allow for further counseling.
3. The student's parents are contacted and conferred with regarding the inappropriate behavior.
4. The student is referred to the Principal for further counseling and intervention.
5. Progressive intervention, counseling, and discipline will ensue.

(J) Hate Crime Reporting Procedures and Policies

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

Procedural Steps:

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Barstow Unified School District

Anti-Bullying Policy

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:

1. 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.
2. 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.
3. Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
4. 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:

1. Any School sponsored function i.e. field trips, proms, sports, etc.
2. School property including before and after school is in session.
3. Bus stops or on the bus itself.
4. Walking to and from school.
5. On the internet through social networks such as Facebook, Twitter, Emails, Blogs, Chat rooms, etc.

6. In the neighborhood where the individual lives.
7. Public areas where students are known to hang out when school is not in session such as skate parks, shopping malls, strip malls, bowling ally, 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:

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

1. Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
2. Communicate and ensure that staff, students, and parents are informed of District Policy and school procedures regarding antibullying.
3. Develop and incorporate antibullying procedures into behavior or discipline codes.
4. Review and revise these annually, as appropriate.
5. 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:

1. Create an environment where students understand that bullying is inappropriate and will not be tolerated.
2. Discuss with students all aspects of the antibullying policy and strategies to prevent bullying.
3. Encourage students to report bullying incidents.
4. Learn to recognize the indicators of bullying behavior.
5. Intervene immediately and take corrective action when bullying is observed.

6. 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:

1. Take responsibility for helping to create a safe school environment.
2. Do not engage in or contribute to bullying behaviors, actions, or words.
3. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
4. 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:

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

Responding to Bullying Complaints:

1. 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 however, previously written and recorded incidents of bullying that may constitute a pattern or history of bullying behavior.
2. 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.
3. 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 on line, 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.
4. Intervene immediately and take corrective action to stop bullying behavior.
5. 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.
6. 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.
7. 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.
8. 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.
9. Continue to monitor with the target of the bullying that the bullying has stopped.
10. 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.

Safety Plan Review, Evaluation and Amendment Procedures

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

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment .
2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption.

This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

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

Safety Plan Appendices

Emergency Contact Numbers

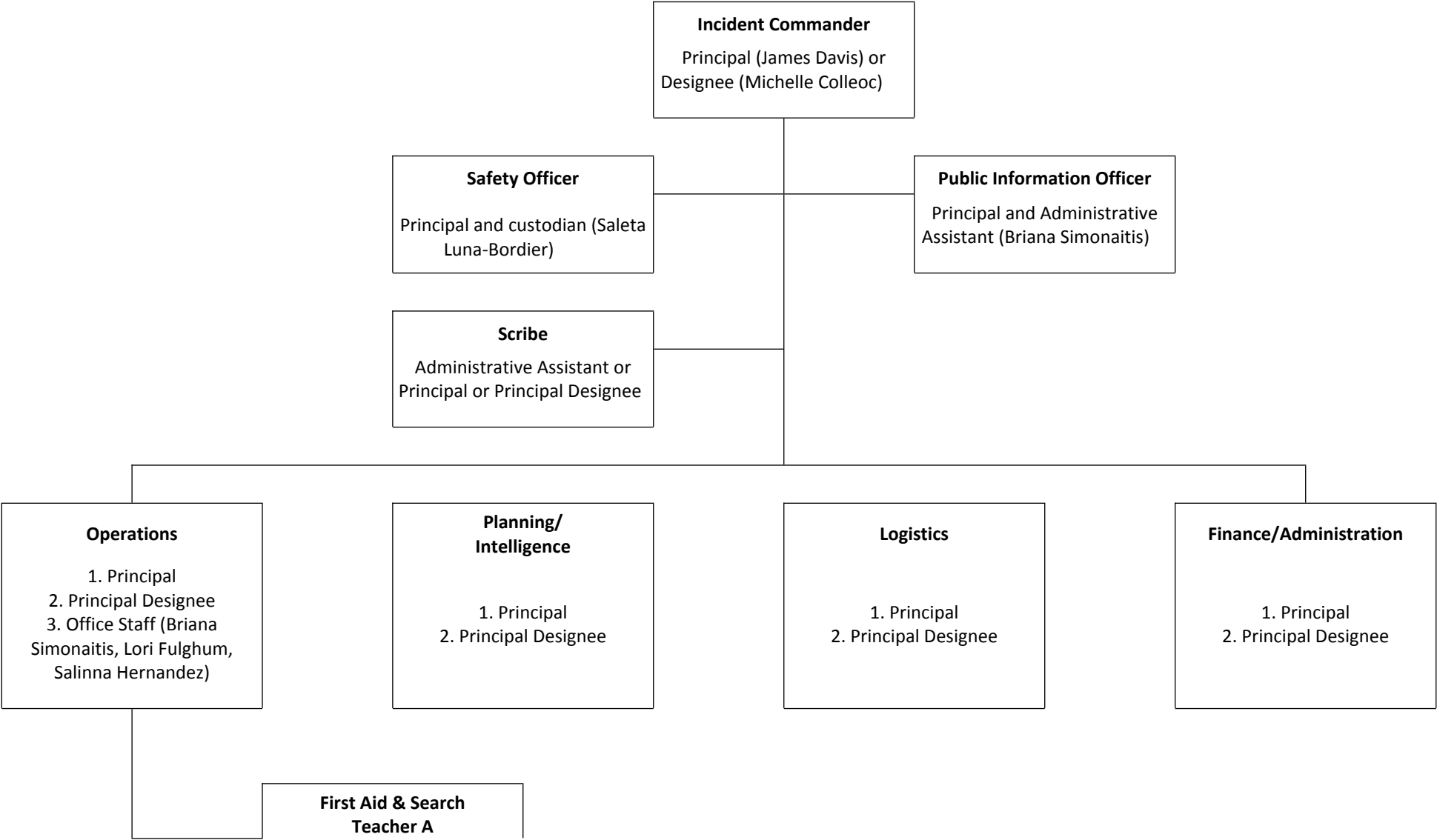
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	911	9-1-1	
Law Enforcement/Fire/Paramedic	Barstow Police Department Dispatch	(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	
School District	CHS Principal's Office	(760) 255-6063	
American National Red Cross	Red Cross	(760) 245-6511	
Other	BPD - SRO (Officer Gotti & Officer Perry)	(760) 577-1427	(760) 577-9450

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Fire/Earthquake/A.L.I.C.E./Shelter in Place Drill Schedule updated and included	August 2021 - July 2022	Schedule (attached at end of safety plan)
Yearly Principal Safety Letter to Parents updated and included	August 2021 - July 2022	Letter (attached at end of safety plan)
Emergency Evacuation Plan for Fire updated and included	August 2021 - July 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Earthquake Procedures & Evacuation Plan updated and included	August 2021 - July 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Site Emergency Preparedness Plan Teams & Responsibilities updated and included	August 2021 - July 2022	Staff Safety Plan document (attached at end of safety plan & located at school site)
Anti-Bullying Policy updated	August 2021 - July 2022	BUSD Anti-Bullying Policy (located at school site)
Evacuation Map for CHS campus updated and included	August 2021 - July 2022	Map (attached at end of safety plan & located at school sites)

Central High School Incident Command System



FIRST AIDE TEAM:

1. Office Staff (Briana Simonaitis, Lori Fulghum, Salinna Hernandez)
2. Principal
3. Counselor (Michelle Colleoc)

SWEEP , SEARCH, and RESCUE TEAM:

1. Principal
2. Custodian
3. Counselor
4. First Student Transit Representative

**Student Release & Accountability
TeacherB**

STUDENT RELEASE TEAM:

1. Michelle Colleoc
2. Lori Fulghum
3. Briana Simonaitis
4. Salinna Hernandez
5. Kim Sager

STUDENT and STAFF
ACCOUNTABILITY TEAM:

1. Amy Bawden
2. Edgar Turner
3. Kim Sager
4. Kelsey Cass
5. Lillian Sauer
6. Brian Blakely
7. Hieu Nguyen

SITE SECURITY TEAM:

1. James Davis, Principal
2. Saleta Luna-Bordier
3. Michelle Colleoc
4. Brian Blakely
5. Edgar Turner
6. Jorge Perez

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management; Planning and Intelligence; Operations; Logistics; Finance and Administration

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY:

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

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

How to and When to Shelter In Place:

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

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

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

Step Two: Identify the Level of Emergency

THERE ARE THREE LEVELS OF EMERGENCIES:

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

Example: Power outage, campus disorder

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

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

Step Three: Determine the Immediate Response Action

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

ASSUMPTIONS AND PURPOSE:

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

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

Step Four: Communicate the Appropriate Response Action

COMMUNICATION:

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

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT

If 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:

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 court-yard or on the campus outside of the building):

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

AFTER EMERGENCY:

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

Armed Assault on Campus

CAMPUS DISORDER

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

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

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 the nearest safe location, if a person or persons are observed causing a serious campus disorder:

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.

FIREARM/SHOOTING

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

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

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL follow Lockdown procedures:

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

AFTER EMERGENCY:

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

HOSTAGE/BARRICADED SUBJECT

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

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

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.

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

AFTER EMERGENCY:

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

THREATENING INTRUDER

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

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

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

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL follow Lockdown procedures:

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

AFTER EMERGENCY:

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

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

Biological or Chemical Release

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 deactivate the emergency by announcing, "This is the conclusion of all emergency services".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

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 the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Bomb Threat/ Threat Of violence

BOMB THREAT

If a threat is received by telephone:

1. Pay close attention
 - 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.

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:
 - Conduct a search, using police and fire departments, bomb squad and other support units.
 - Evacuate students during search.
 - Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

TEACHERS WILL:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area (Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings.)
6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
 - A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
 - A back pack that is ticking;
 - A troubled student has left a backpack in the room and hasn't been seen for a while.
7. Be ready to report missing, extra or injured students.
 8. When able, check "buddy" for safety.
 9. When able, initiate extra duties as assigned.

AFTER EMERGENCY:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve Bomb Threat Checklist as part of the After Action Report (provided by principal or designee.) (Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.)

Bus Disaster

IF YOU ARE WITNESS TO A BUS DISASTER

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

WHEN ACCIDENT OCCURS, PRINCIPAL OR DESIGNEE WILL IMMEDIATELY:

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

AFTER EMERGENCY:

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

Disorderly Conduct

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.:

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

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

Inform:

- a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
- b. Communicate any manner you can

Counter: (Be Prepared)

- a. Make noise
- b. Move quickly
- c. Throw things
- d. Create distractions
- e. Swarm
- f. Distance

Evacuate/GET OUT:

If you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go! After Emergency:

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

Earthquake

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

At first indication of ground movement, all staff will:

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

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 (within classrooms) 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 other than classrooms) WILL:

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) WILL:

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

AFTER EMERGENCY:

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

Explosion or Risk Of Explosion

If a fire or explosion occurs:

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

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL:

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

AFTER EMERGENCY:

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

Fire in Surrounding Area

If a fire or explosion occurs:

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

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL:

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

AFTER EMERGENCY:

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

Fire on School Grounds

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location (use appropriate evacuation route as indicated by the posted Evacuation Map).

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL:

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

AFTER EMERGENCY:

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

Flooding

FLOOD

When notification of imminent flooding occurs:

PRINCIPAL OR DESIGNEE WILL:

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

TEACHERS WILL:

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

AFTER EMERGENCY:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.

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

Loss or Failure Of Utilities

Notify School Office and follow evacuation procedures if necessary.

PRINCIPAL OR DESIGNEE WILL: Notify the District Superintendent's Office.

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:

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

AFTER EMERGENCY:

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

Psychological Trauma

Report immediately to Principal or Designee and/or school counselor.

Suspected Contamination of Food or Water

Report immediately to Principal or Designee or School Office Personnel. Do not drink/eat the water/food until suspected contamination is deemed safe by the appropriate personnel.

PRINCIPAL or DESIGNEE WILL: Notify the District's Superintendent's office..

Tactical Responses to Criminal Incidents

Follow Active Shooter Drill procedures.

Unlawful Demonstration or Walkout

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

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

PRINCIPAL OR DESIGNEE WILL:

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

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

TEACHERS WILL follow Shelter in Place or activate A.L.I.C.E. procedures:

Shelter in Place

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

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

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

Inform:

- a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
- b. Communicate any manner you can

Counter: (Be Prepared)

- a. Make noise
- b. Move quickly
- c. Throw things
- d. Create distractions
- e. Swarm
- f. Distance

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:

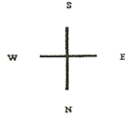
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3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal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

Emergency Evacuation Map

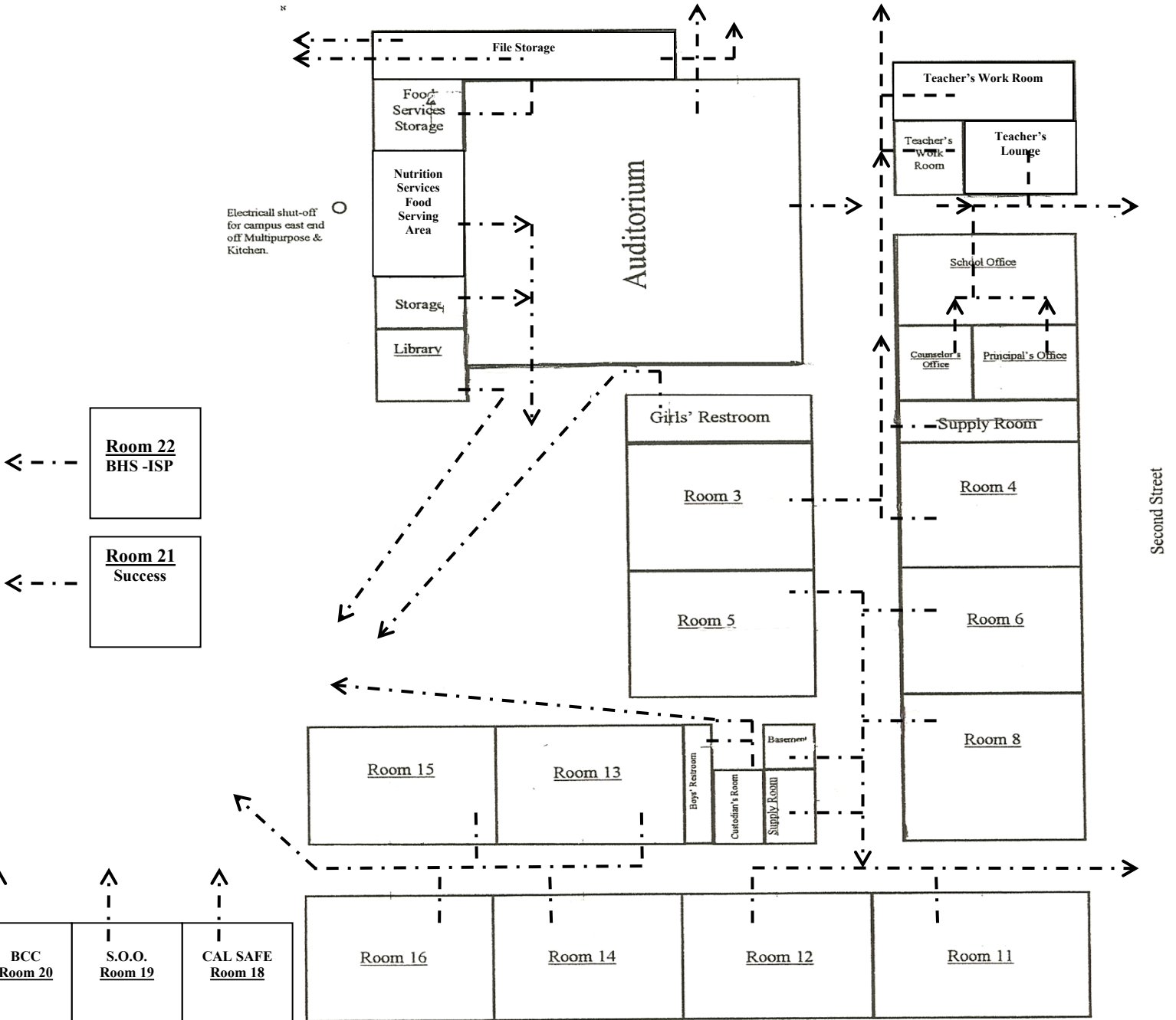
Central High School

(Hutchinson Street)

○ Water shut-off for campus



Electrical shut-off for campus east end off Multipurpose & Kitchen.



Second Street

(Cottage Street)

○ Gas shut-off in shrub over north end of plant - off Cottage.