

Comprehensive School Safety Plan

**2021-2022
School Year**

School: Cameron Elementary School
CDS Code: 36 67611 6035299
District: Barstow Unified School District
Address: 801 Muriel Dr.
Barstow, CA 92311-3149
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Approved by:



Name	Title	Signature	Date
Brent Leslie	Principal		
Jennifer Ramirez	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.

Cameron Elementary School Principal's Office and on our PBIS website at <https://sites.google.com/busdk12.com/home-of-the-chargers/home>

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

Safety Plan Vision

Cameron Elementary School will ensure a safe learning environment for all students and staff by protecting and supporting their physical and mental health and follow our schools behavior expectations of K.I.D.S (Kindness, Integrity, Determination, and Support).

Safe and Orderly Environment Conducive to Student Learning

A. Safe and Orderly School Environment

Cameron Elementary School recognizes the importance of student learning, and providing an environment that is conducive to learning. In addition, the harmful effects of bullying on student learning and school attendance, and desires to provide a safe school environment that protects students from physical and emotional harm. In an effort to further enhance student learning, no individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. The school administration at Cameron Elementary School will support this policy and will not tolerate any behavior that would inhibit student learning of any kind.

B. Safe Ingress/Egress Procedures

Supervision of Students

As students arrive on campus each morning, campus safety monitors and administrators are strategically placed on campus to monitor student interaction and behavior. When students are dismissed at the end of the day, campus security monitors and administrators ensure students either travel to their after school activities or leave campus in a safe and orderly manner.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, have their identification scanned through the RAPTOR system, obtain and wear a visitor's badge, and then return to the school office upon departure.

With COVID, the school has further added safety measures by limiting school visitors, limiting the amount of students in the cafeteria at one time, and having family nights outside. All visitors are required to wear face masks while being on campus.

Components of the Comprehensive School Safety Plan (EC 32281)

Cameron Elementary School Safety Committee

Brent Leslie, Principal
Stacia Pace- Safety Committee
Viola Baca- Office
Daniel Bustos - Custodian
Connie Barela- Custodian
Leslie Jumonville- Health Clerk
Juan Escamilla, (Assistant Principal)

Assessment of School Safety

Assessment of Behavior, Attendance, and Crime:

The 2020-2021 school year was affected by COVID. We began the school year on distance learning where students logged on their computers online. The last Trimester, our district moved to Hybrid learning, where students were able to come to school for half days, had to wear their masks, and we limited outside playing and being in the cafeteria. Students were allowed to take their sack lunch home with them. Due to distance learning and hybrid learning, our referrals and suspensions were nonexistent for this current year. We did not have a single referral or suspension for the entire 2020-2021 school year. The following data is from the previous two school years. Suspension and Expulsion Rates for the 2018-2019 school year and the 2019-2020 school year: Cameron Elementary School data reflecting the past two years shows a decrease in the number of suspension. In the 2019-2020 school year, the total days of out of school suspensions from August to March was 75 (we ended in person instruction on March 15, 2020, due to COVID 19). Our referrals for 2019-2020 was at 461, compared to 1,025 for the 2018-2019 school year, and was a decrease of 564 (this data ended in March 15 due to COVID 19). We had a total of 1 expulsion for the 2019-2020 school year. The overall decrease was a result of research-based interventions, fidelity with PBIS, and an increase in overall positive behaviors.

For the 2020-2021 school year, we continue to promote PBIS in our online classes. Our teachers went over our behavior expectations of Kindness, Integrity, Determination, and Support by including it in the daily agendas and on their Google Classrooms. Teachers would have lessons that they went over with their students on how to show these behavior expectations online and also when we returned to Hybrid learning. Our school shared lessons that teachers were doing online on our PBIS website to promote the positive measures that we were doing with our students. In addition, our school counselor created a google classroom with lots of resources for kids and parents to support their needs during the COVID pandemic. The school counselor would also schedule times to log-on to our classrooms during distance learning and do Peek A Pack lessons with our students. During the 2021-2022 school year, our school has continued to promote our behavior expectations. We had a behavior expectation PBIS assembly for each grade level in August and September. Teachers were given a laminated shield to have students write down classroom behavior expectations. All of these interventions were put in place to help increase positive behaviors. Our goal is to continue to decrease referrals and out of school suspensions. We currently have 7 kids on behavior contracts and on check-in/check-out for the 2021-2022 school year.

Our staff, mainly custodians, continue to work hard to ensure all gates are locked during school hours. We are also working hard to keep the campus, restrooms, and all rooms with heavy traffic clean. Additionally, during Distance Learning, our custodians are working hard to keep heavy traffic areas disinfected. Our staff is also using masks when they are outside or come in contact with other staff members. Safety monitors also walk the campus to ensure student and staff safety at all times.

Our PBIS team, consisting of the principal, our PBIS coordinator, a classified representative, our school counselor, 5 teachers, and a parent, meet monthly to go over SWISS data and Infinite Campus data, to come up with incentives, and look for behavior patterns. This information was then provided to the rest of the staff through our weekly Charger Talk newsletters given to teachers. During the 2021-2022 school year we had trimester rewards for positive student behavior, including a movie and treat, a field day (sporting event), and we will have a water day activity in the spring.

For the 2020-2021 school year we did not hold any fire drills due to us being online or in hybrid learning. For the 2021-2022 school year, we once again began holding monthly fire drills and lockdown drills. Assessment of implementation and Emergency Plan and Preparedness: Response time during drills with appropriate steps taken by all staff and students. We were able to have our fire drills completed in under 10 minutes.

Staff understanding of Emergency Plan and Preparedness: Staff members have a copy of all emergency response plans and practice varied emergency drills monthly. A binder was put together for teachers with a school map, safety procedures, and student attendance sheet to keep track of when we have our drills. We do the emergency drills on the 3rd Thursday of the month.

Student Understanding of Emergency Plan Preparedness: Students are capable of executing various emergency response drills without any problems. Classroom teachers continue to teach these procedures and practice with students. Students are aware of what the terms lockdown mean and what they do and also shelter in place. For a lockdown students know to go to the closest room; doors are to remain locked, lights out, and students and teacher should be away from the door. Once a lockdown is over, an administrator/officer will be unlocking the door. During a shelter in place, students know they are to go to the closest classroom, go inside and remain in there. Teachers are to lock the door. They can continue as normal with their instruction. Office will notify the school once the shelter in place is over.

Assessment of implementation of Anti-Bullying Policy and Procedures: Data shows that reports of bullying have decreased this school year.

During the 2020-2021 school year, we did not have any property damage.

Safe and Orderly Environment Conducive to Student Learning

A. Safe and Orderly School Environment

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B. Safe Ingress/Egress Procedures

Supervision of Students

As students arrive on campus each morning, campus safety monitors and administrators are strategically placed on campus to monitor student interaction and behavior. When students are dismissed at the end of the day, campus security monitors and administrators ensure students either travel to their after school activities or leave campus in a safe and orderly manner.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, have their identification scanned through the RAPTOR system, obtain and wear a visitor's badge, and then return to the school office upon departure.

School Attendance: Our school attendance for the 2019-2020 school year was 95.23 (however this was impacted due to COVID 19). Our in school instruction ended on March 15, 2020. We had a total of 56 students that were sent to SARB this past school year due to concerns with attendance. School attendance for the 2020-2021 school year is difficult to provide due to us being on digital learning.

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

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

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

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

(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, 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)

Chapter 5: Routine and Emergency Disaster

Procedures: Drills

EMERGENCY DRILLS:

In accordance with state law:

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

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

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

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

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

EVACUATION ROUTES:

The Superintendent, Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all District and school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary.

Evacuation routes will be posted in all District buildings, classrooms, multi-purpose rooms, libraries, and school offices.

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

COMMUNICATION:

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

Chapter 6: Emergency Response Plan

ASSUMPTIONS AND PURPOSE:

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

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

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

Example: Power outage, campus disorder

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

Example: fire, intruder on campus, bomb threat.

Level Three Emergency

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

Initiated by the Superintendent, principal or designee;

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

Reviewed annually for modifications.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

On an annual basis:

Allocate time to formulate and maintain the specific teams.

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

General Emergency Procedures

EMERGENCY DRILLS:

In accordance with state law:

Drills will be initiated by announcement, uniform bell or air horn signals. Fire drills will be conducted on a monthly basis. "Drop, Cover, and Hold" drills will be held each quarter.

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

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

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

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

EVACUATION ROUTES:

The Superintendent, Principal, or Designee is responsible for establishing and maintaining a safe evacuation route from all District and school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary.

Evacuation routes will be posted in all District buildings, classrooms, multi-purpose rooms, libraries, and school offices.

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

COMMUNICATION:

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

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 A.L.I.C.E.:

Campus Disorder Firearm/Shooting Hostage/Barricaded Subject Threatening intruder

Police Incident in Area

How to and When to Shelter In Place:

Air Pollution Biological/Chemical Threat

Chemical Spills Severe Weather

Stinging Insects Police Incident in Area

How and When to Evacuate, Drop, Cover and Hold: Aircraft Accident Bomb Threat Earthquake Flood Fire/Explosion

The introductory page at the beginning of each section of BUSD's Emergency Disaster Emergency Plan provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year.

Verification of drills will be submitted to the District Office subsequent to each drill. The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System the district can be ensured that schools will respond effectively, efficiently, and safely and in a manner

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

MULTI-HAZARD REFERENCE GUIDE:

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

The Barstow Unified School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "This is the conclusion of all emergency services" returns staff and students to a normal schedule.

Definitions: Incidents, Emergencies, Disasters

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

Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency". Incidents are usually a single event that may be small or large.

They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated.

Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency: The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc. Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

? State of War Emergency

? State of Emergency

? State of Local Emergency

Disaster: A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials release.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

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

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

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

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

Response Level 2 - Local Disaster A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Barstow Unified School District to respond. The affected Cities and the County of San Bernardino will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Bernardino will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

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

Preparedness Phase

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

Response Phase

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

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

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

Recovery Phase

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

Chapter 7: Emergency Response Procedures

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

A.L.I.C.E. is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is an activity in the general area that could threaten the safety of students and staff. When A.L.I.C.E. is initiated, it means there is an immediate and possibly life threatening situation on campus and it must be taken seriously.

In an event of where A.L.I.C.E. is activated, the Principal or Designee will carry out all or some of the following: 1. Alert teachers and/or staff to activate A.L.I.C.E. and provide information on what and where the threat is.

2. Activate Site Incident Command Post which will:

a. Provide as much real time information to staff and students as possible: who, what, where, etc..

b. Contact emergency personnel on and off site, as needed.

c. Contact District Office.

d. Initiate portions or all of the Incident Command Team to assist in the event. 3. Be prepared to evacuate to a safer location.

4. Stay in control of all site activities until emergency personnel arrive. Teachers will activate A.L.I.C.E

? ALERT:

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

? LOCKDOWN:

o Move Students into classroom or building.

o Lock all doors

o Spread out within the room (do NOT huddle)

o Look for alternate escape routes (another door/window) o Barricade the Doors

o Do NOT open the door to anyone

o Dial 911 when safe

? INFORM:

o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How o Communicate any manner you can

? COUNTER: (BE PREPARED) oMake noise

o Move quickly around the room

o Throw things

o Create Distractions o Swarm

o Distance

? EVACUATE:

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

o YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!! After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"

2. Students may return to regular schedule.

3. Activate Student reunification plan.

4.-District Office may provide psychological services to assist in the counseling of staff and students.

5. Be prepared to provide input to After Action Report, which will be provided by principal or designee.

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

SHELTER IN PLACE PROCEDURES

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

Upon notification the Principal or Designee will: 1. Notify teachers and staff of Shelter In Place. 2. Principal or Designee which will:

3. Contact emergency personnel as needed.

4. Contact District Office

5. Address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)

6. Consider evacuating students to nearest safe location.

7. Contra! a!l site activities until further help arrives.

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

1. If outside, move students to classrooms or nearest safe area. 2. If inside instruct students:

a. To sit at their desks;

b. Not to get up and move about the room;

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

After Emergency:

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

EVACUATION PROCEDURES:

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

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call emergency personnel, as needed.
3. If necessary activate portions or all of the Site Incident Command Post which will:
 - a. Call or confirm call to Police, or 911
 - b. Contact District Office
 - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, collect in missing and injured student information from teachers. Upon first indication of disturbance, Teachers will:
 1. If outside, "drop, cover, and hold", if necessary.
 2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
 3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
 4. When evacuating, close door after students have cleared out; do not lock door.
 5. When evacuating, it may be necessary to leave an injured or missing student behind.
 6. When evacuating, if able, check status of "buddy".
 7. In all instances of evacuation be ready to report any missing, injured or extra students.
 8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

DROP, COVER & HOLD AND PROCEDURES:

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

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.

5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

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

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous! If you are outside:
 1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
 2. Wait for shocks to subside before standing.
 3. Do not re-enter buildings until it is determined safe.
 4. Move to nearest safe assembly area.
 5. When able, report injuries and attendance.
 6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

Public Agency Use of School Buildings for Emergency Shelters

Utilization of School Buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies:

The County Superintendent / BUSD shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The County Superintendent / BUSD shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(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 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])

A. Definition "Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

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

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

C. Staff Training

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

Non-Discrimination Statement

BUSD Nondiscrimination Statement: The Barstow Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

Title IX Information (.PDF)

Scott Godfrey
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BARSTOW SCHOOL DISTRICT Title IX Notification (Education Code section 221.61)

Signed into law by Governor Brown in 2016, SB 1375 (Chapter 655, Statutes of 2016) applies to all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education and charter

schools.

1. The District's Title IX Coordinator

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2. Summary of Student Rights (Education Code section 221.8) (a) You have the right to fair and equitable treatment and to be free from discrimination based on your sex. (b) You have the right to an equitable opportunity to participate in all academic extracurricular activities, including athletics. (c) You have the right to ask the athletic director of your school about the athletic opportunities offered by the school. (d) You have the right to apply for athletic scholarships. (e) You have the right to equitable treatment and benefits in: (1) Equipment and supplies (2) Scheduling of games and practices (3) Transportation and daily allowances (4) Access to tutoring (5) Coaching (6) Locker rooms (7) Practice and competitive facilities (8) Medical and training facilities and services (9) Publicity (f) You have access to a gender equity coordinator to answer questions about gender equity laws. (g) You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws. (h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex. (i) You have the right to pursue civil remedies if you have been discriminated against. (j) You have the right to be protected from retaliation if you file a discrimination complaint.

For more information regarding student rights under Title IX, please visit:

The California Office of Equal Opportunity at <http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

The United States Department of Education Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>.

Title IX Notice Requirement by CDE Page 2 of 3

3. The School's Responsibilities

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in programs and activities of federally funded institutions. School district programs and activities must be operated free from discrimination. Key areas addressed by Title IX include: athletics; sexual misconduct, including sexual harassment and sexual violence; pregnant and parenting students; off-campus activities; recruitment and admission; and employment. Schools must protect against discrimination in these areas. Schools must also prohibit retaliation against any person for opposing an unlawful practice or policy, or filing, testifying about, or participating in any complaint under Title IX. For more information about schools' responsibilities under Title IX, please visit: The California Office of Equal Opportunity at <http://www.cde.ca.gov/re/di/eo/titleixnotification.asp>.

The United States Department of Education Office of Civil Rights at https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html.

4. How to File a Title IX Complaint Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District or the Office for Civil Rights (OCR). If a crime is involved, such as sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process. A. District Complaint Title IX complaints may be filed using the District's uniform complaint procedure, Board Policy 1312.3. Time Requirement: A complaint with the District must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator. Investigation Procedure: Upon receipt of any complaint related to a potential Title IX violation, the District will ensure every allegation is investigated promptly, adequately and impartially. The District will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The District's procedure for investigating a Title IX complaint can be found at Board Policy 1312.3. Please contact the Title IX Coordinator if you have any questions.

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

Barstow Unified School District Elementary Dress Code - 2015/2016 Clothing

1. Clothing must be neat and clean. Clothing must be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard. Pant size must be appropriate. If the student removes the belt, pants must not fall more than two inches below the hipbone.

2. Clothing or accessories that suggest obscene gestures, pictures, wording (in any language), and/or are drug, tobacco, alcohol, or occult related are not permitted. Clothing or accessories that promote weapons or violence are not permitted.

3. BUSD school apparel such as T-shirts, sweatshirts, jackets and caps are permitted. Students are not to wear clothing designating membership in private clubs or representing gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.

4. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), shirts, spaghetti straps, and blouses which expose sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at school or during school sponsored events/activities. Tank top straps must be at least one inch wide. Outer clothing will properly cover all underwear. No garment may be worn that is cut-off, ragged or torn. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.

Footwear

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

Headwear

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

Accessories

7. Any apparel, jewelry, accessory, notebook, hair net, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes membership in or relationship to a group/gang (as identified by Barstow Police Department) which advocates or promotes drug use, disruptive behavior, violence or may be a potential safety hazard is not permitted. Accessories include but are not limited to: jewelry, personal items such as back packs, fanny packs, purses, book bags, gym bags, water bottles, lunch boxes, etc.

8. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for the student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.

9. Body piercings, tongue studs, bracelets, large rings, dangling earrings, belt/wallet chains, studded chokers, belts or lanyards hanging from clothing or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted in the elementary grades. Stud earrings and hoop earrings no more than 1/2 inch in diameter are allowed to be worn in the ears. Jewelry that does not meet dress code requirements will be removed at the direction of the principal or designee.

10. Make-up, perfume, cologne, and false fingernails are not permitted in the elementary grades.

11. Tattoos are to be covered at the elementary grades.

12. Gloves may be worn during inclement weather only.

Hairstyles

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

Additional Information

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

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

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

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

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

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

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

On-Campus Evacuation/Assembly Location

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

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

C. Staff Training

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

D. COVID-19

1. Follow the BUSD Distance Learning schedule
2. Masks and social distancing guidelines will be required.
3. Follow the district's COVID 19 Illness and Injury Prevention Plan.
4. No visitors will be on campus, they must go to the school office.

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

Component:

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

Element:

Goal: Improve the overall effectiveness of our PBIS program by effectively implementing school wide Tier I, Tier II, and Tier III strategies. Cameron Elementary has a Safe Schools Plan in compliance with Senate Bill 187. This includes a crisis plan aligned with the District Crisis Plan.

Opportunity for Improvement:

Increase positive behaviors resulting in the decrease of major referrals and suspensions

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update the Safe School Plan annually to support student and staff, which is in compliance with Senate Bill 187.	Work with staff and stakeholders to monitor and update the school plan as needed.	Safe School Plan	Administrator Teachers School Site Council	Reviewed and approved by School Site Council.
Practice emergency evacuation drills using procedures defined by BUSD.	Schedule monthly emergency drill: fire drills, shelter-in-place, lockdown drills, and earthquake drills.	District Emergency Plan	Administrator	Monthly Drills
Follow district policies on suspension and expulsion as they apply to Sections 48900 and 48915.	Grade-level assemblies to address specific behavior issues as needed	Board Policy Staff Handbook Parent/Student Handbook	Pupil Services Administrator	Annually
Notify the staff of student suspensions per Section 49079 and AB29.	Review student records and notify teachers of any students that have received previous suspensions.	Office procedures	Administrator Cameron Office	Review student records
Implement BUSD policies on Sexual Harassment	Review policy yearly, including going over mandated items at the beginning of the school year.	Board Policy Staff Handbook Student Handbook Target Solutions	Administrator	Annual trainings for all staff
Report suspected child abuse to CPS and follow all guidelines	Mandated reporting will be required of all BUSD employees.	Mandated items by Target Solutions	Administrator Personnel Services	Annually
Follow the school-wide dress code as required by Section 35183.	Staff monitors the dress code to ensure all students are following the district mandated policy	Parent/Student Handbook Staff Handbook	Administrator Teachers	Monitor daily
Follow Cameron Elementary's behavior expectations: Kindness, Integrity, Determination, and Support (K.I.D.S.) as outlined by PBIS	Teachers and all staff with explicitly teach behavior expectations in and out of the classroom.	PBIS website Staff and Student Handbooks PBIS signs	Administrator PBIS Coach Teachers	Monitor daily
PBIS assemblies with a focus on positive actions	Cameron will hold PBIS assemblies at a minimum of once a trimester to support student behaviors.	PBIS website	PBIS Coach Administrator	Minimum of 3 times a year

Component:

Emergency Procedures (Assurance of Preparedness)

Element:

Goal: To improve the overall effectiveness of Cameron's crisis response by conducting monthly drills and to make sure necessary resources and supplies are in marked and known locations.

Opportunity for Improvement:

Provide more opportunities for training and practice of responding to a variety of emergencies on a monthly basis

Objectives	Action Steps	Resources	Lead Person	Evaluation
Utilize the district emergency evacuation information, participate in practice drills, such as fire and earthquake, and implement the BUSD plan in an emergency in compliance with CCR Title 5, Section 560.	Schedule monthly emergency drills; shelter in place, lock down drills, fire, and earthquake emergency drills.	School Evacuation Procedures	Administrator	Evaluate the monthly drills for safety and preparedness
Assign Cameron Elementary members to the disaster preparedness team positions, as part of the District Disaster Preparedness Plan.	Annually review and assign members to the disaster preparedness team.	Staff Members	Administrator	Annually
Ensure that all radios used by staff are effectively working, and make sure bells/loudspeaker are working effectively.	Conduct monthly emergency radio tests	Radio Tests Bells/Loudspeaker	Administrator Executive Assistant	Monthly
Conduct regular bus evacuation drills.	Schedule and conduct disaster drills.	First Student Procedures	First Student Administrator	Annually
Maintain a common, safe, but accessible place for the district's Disaster Preparedness Plan. The plan will be used in times of emergency.	Place the Disaster Preparedness Plan in the school office	District Preparedness Plan	District Office Administrator Cameron Office	Annually
Maintain a common, safe place for disaster supplies as identified in the district's Disaster Preparedness Plan.	To supply each classroom with first aid kits, and other disaster supplies.	First Kit, Disaster Supplies	Administrator	Annually
Review procedures for ingress and egress in the Cameron arrival and dismissal policies	Review Annually	Cameron Arrival and Dismissal Policies	Administrator	Annually
During a pandemic, the school will follow the district IIPP to ensure safety for all students, staff, and guests.	Follow the district IIPP on all safety matters concerning Distance Learning.	District IIPP	District Office Administrator	Annually or as needed with direction from the district office

Component:

Provide a safe teaching and learning environment for all staff and students.

Element:

Goal: Work with students, staff, and the community to ensure a safe working environment for students and all employees of the school.

Opportunity for Improvement:

Annual trainings and procedures will be updated and presented to staff and students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Word orders will be submitted with an emphasis on school/student safety	Work orders will be submitted in a timely manner to ensure any safety issues are addressed; if an emergency, the director of facilities, maintenance, and operations will be notified.	District work orders	Administrator Cameron Office Maintenance department	Reviewed regularly
List of concerns is communicated on a regular basis.	Constant communication with the head of maintenance to ensure that our school is providing a safe environment.	District work orders	Administrator	Reviewed regularly

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

Cameron Elementary 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.

Conduct Code Procedures

Cameron School will provide the educational environment where the school community is safe and mannerly. The students will know the KIDS behavior expectations (Kindness, Integrity, Determination, and Support) and how to conduct themselves. They will also know the definition of bullying, not to be a bully, and how to respond if they are bullied.

(J) Hate Crime Reporting Procedures and Policies

Hate crimes may be reported using the district's online bullying system, to the police, or directly to the school site.

If hate crime is reported to the schools site

Principal or Designee will:

1. Record report in writing
2. Investigate the report, locate all involved parties
3. SRO or campus security and/or notify Barstow Police Department (760) 256-2211
4. Take action to ensure safety of all students
5. Provide follow-up counseling or other services as needed

Procedures for Preventing Acts of Bullying and Cyber-bullying

Per Barstow Unified School District's BULLYING PREVENTION AND INTERVENTION HANDBOOK:

1. Recognize bullying

Was the behavior carried out on purpose?

Was the behavior intended to cause harm?

Have there been patterned and pervasive acts of this behavior?

Complete Digital Citizenship lessons yearly with a focus on cyberbullying.

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

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

2. Refuse

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

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

3. Report if bullying behaviors are present

A. behavior is being carried out on purpose.

B. behavior is intended to cause harm

C. there has been patterned, pervasive acts of this behavior

D. there's an imbalance of power that exists and/or the target of the behavior is unable to stop the bullying behavior from continuing

Then it must be immediately reported to the appropriate school authorities and intervention protocol will be followed.

Safety Plan Review, Evaluation and Amendment Procedures

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

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

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

Safety Plan Appendices

Emergency Contact Numbers

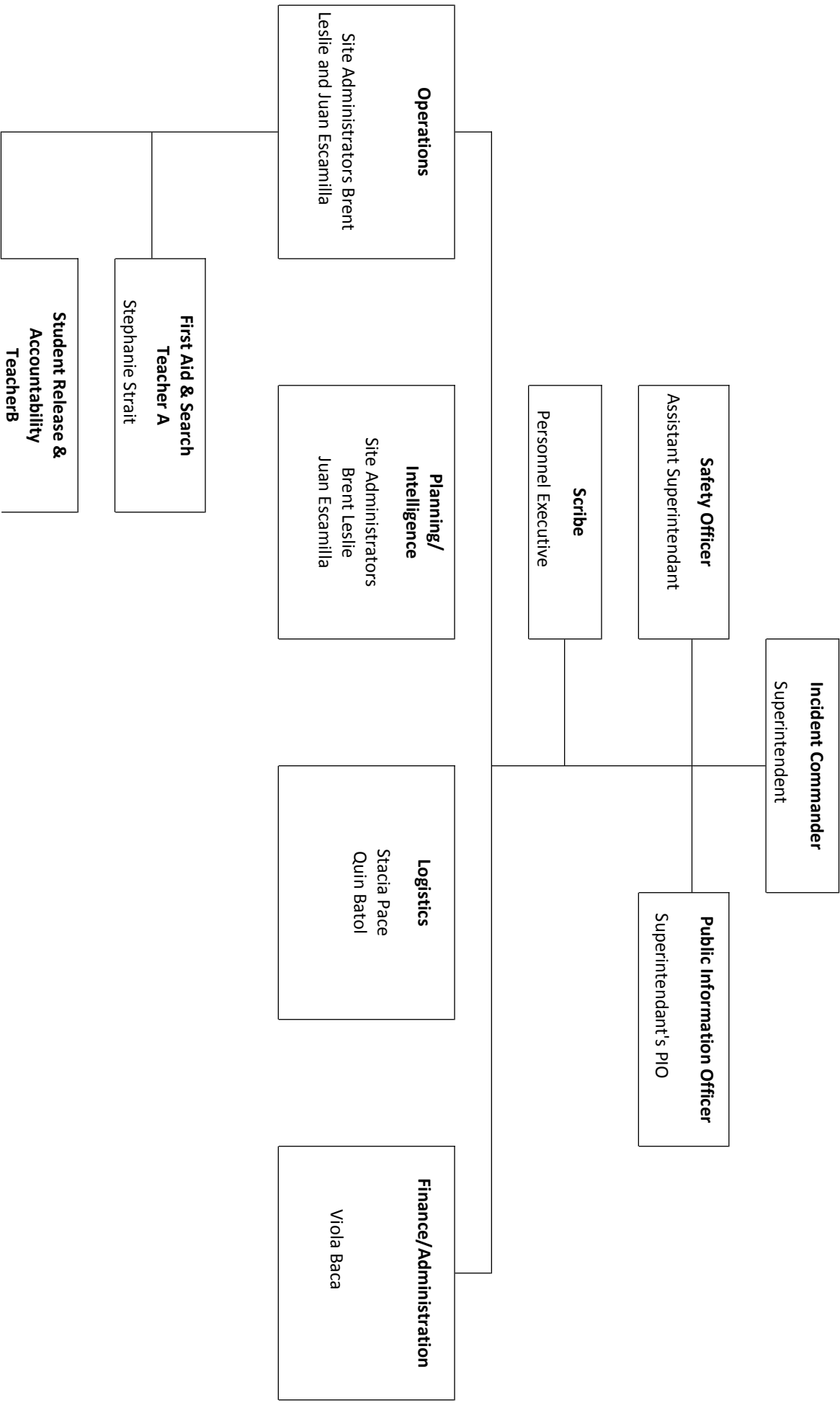
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Barstow Police Department	(760)256-2211	
Local Hospitals	Barstow Community Hospital	(760)256-1761	
City Services	Barstow City Hall	(760)255-5106	
School District	Barstow Unified School District	(760)255-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan is updated and reviewed by Site Administration with input from staff and district personnel.	August 2021 to February 2022	Completed
Safety plan is reviewed. School Site Council, PTO, ELAC, City Mayor and School Resource Officers have all been invited to this meeting.	February 15, 2022	Mayor was invited but unable to attend; ELAC Representative was invited but unable to attend; School Resource Officer was invited but did not respond. PTA, ASB, and School Site Council attended.
Emergency response procedures are reviewed by safety committee and calendar of emergency response drills is developed	August 2021	Calendar is shared with entire Cameron Staff and placed on the weekly Charger Talk newsletter for staff.

Cameron Elementary School Incident Command System



Jametra Jarmon
Stephanie Ocegurea

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:

Incident Commander: Brent Leslie

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

ASSUMPTIONS AND PURPOSE:

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

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

Step Two: Identify the Level of Emergency

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

Level One Emergency

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

Example: Power outage, campus disorder

Level Two Emergency

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

Example: fire, intruder on campus, bomb threat.

Level Three Emergency

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

Step Three: Determine the Immediate Response Action

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

Initiated by the Superintendent, principal or designee;

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

Reviewed annually for modifications.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

On an annual basis:

Allocate time to formulate and maintain the specific teams.

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

Step Four: Communicate the Appropriate Response Action

General Emergency Procedures

EMERGENCY DRILLS:

In accordance with state law:

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

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

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

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

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

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

EVACUATION ROUTES:

The Superintendent, Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all District and school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary.

Evacuation routes will be posted in all District buildings, classrooms, multi-purpose rooms, libraries, and school offices.

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

COMMUNICATION:

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

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 A.L.I.C.E.:

Campus Disorder

Firearm/Shooting

Hostage/Barricaded Subject

Threatening Intruder

Police incident in area

How to and When to Shelter In Place:

Air Pollution
Biological/Chemical Threat
Chemical Spills
Severe Weather
Stinging insects
Police Incident in Area

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

Aircraft Accident
Bomb Threat
Earthquake
Flood Fire/Explosion

The introductory page at the beginning of each section of BUSD's Emergency Disaster Emergency Plan provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office subsequent to each drill. The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System the district can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government. The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

MULTI-HAZARD REFERENCE GUIDE:

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

The Barstow Unified School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Initiate A.L.I.C.E." activates A.L.I.C.E.;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "This is the conclusion of all emergency services" returns staff and students to a normal schedule.

Definitions: Incidents, Emergencies, Disasters

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

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

Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency: The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc. Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster: A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials release.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

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

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

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

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

Response level 2 - Local Disaster A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Barstow Unified School District to respond. The affected Cities and the County of Alameda will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response level 1 - Major Disaster Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Bernardino will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of

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

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

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

Preparedness Phase

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

Response Phase

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

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

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

Recovery Phase

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

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

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

After Emergency:

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

Animal Disturbance

STINGING INSECTS

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

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

Principal or Designee will:

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

Teachers will:

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

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

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

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

After Emergency:

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

Armed Assault on Campus

CAMPUS DISORDER

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

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

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

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

Principal or Designee will:

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

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

- SHELTER IN PLACE:
 - o Close windows and doors.
 - o Instruct students sit at desks. o Do not release students.
 - o Changes will be communicated.

- ACTIVATE A.L.I.C.E.
- ALERT:

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

- LOCKDOWN:
 - o Move Students into classroom or building. o Lock all doors
 - o Spread out within the room (do NOT huddle)
 - o Look for alternate escape routes (another door/window) o Barricade the Doors
 - o Do NOT open the door to anyone o Dial 911 when safe

- INFORM:

o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How o Communicate any manner you can

- COUNTER: (BE PREPARED) oMake noise

o Move quickly around the room

o Throw things

o Create Distractions o Swarm

o Distance

- EVACUATE:

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

o YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!!

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"

2. Students may return to regular schedule.

3. Student release plan will be activated.

4. District Office may provide psychological services to assist in the counseling of staff and students.

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

FIREARM/SHOOTING

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

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

Principal or Designee will:

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

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

- ALERT:

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

- LOCKDOWN:

o Move Students into classroom or building. o Lock all doors

o Spread out within the room (do NOT huddle)

o Look for alternate escape routes (another door/window) o Barricade the Doors

o Do NOT open the door to anyone o Dial 911 when safe

- INFORM:

o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How o Communicate any manner you can

- COUNTER: (BE PREPARED) oMake noise

o Move quickly around the room o Throw things

o Create Distractions o Swarm

o Distance

- EVACUATE:

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

After Emergency:

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

HOSTAGE/BARRICADED SUBJECT

- If you are the witness to a suspected hostage-taking or barricaded subject:
- o If safe, call campus security and/or school office
 - o Notify Barstow Police Department (760) 256-2211 or San Bernardino Sheriff's Department (760) 256-1796
 - o Evacuate nearby students to nearest safe location.

Principal or Designee will:

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

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

- ALERT:
 - Teacher is alerted and may receive and provide information needed to support incident and make decisions.
 - LOCKDOWN:
 - o Move Students into classroom or building. o Lock ail doors
 - o Spread out within the room (do NOT huddle)
 - o Look for alternate escape routes (another door/window) o Barricade the Doors
 - o Do NOT open the door to anyone o Dial 911 when safe
 - INFORM:
 - o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How o Communicate any manner you can
 - COUNTER: (BE PREPARED) oMake noise
 - o Move quickly around the room o Throw things
 - o Create Distractions o Swarm
 - o Distance
 - EVACUATE:
 - o GET OUT: if you can safely evacuate to the relocation/rally point do so. Do not remain on campus if you can safely leave.
 - o YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!!

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"
2. Students may return to regular schedule.
3. Follow Student Release Plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

THREATENING INTRUDER

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

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

- If Safe, call the school office and/or campus security

- Notify Barstow Police Department or San Bernardino Sheriff's Office, call 911

Principal or Designee will:

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

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

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

- LOCKDOWN:

o Move Students into classroom or building. o Lock all doors

o Spread out within the room (do NOT huddle)

o Look for alternate escape routes (another door/window) o Barricade the Doors

o Do NOT open the door to anyone o Dial 911 when safe

- INFORM:

o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How o Communicate any manner you can

- COUNTER: (BE PREPARED) oMake noise

o Move quickly around the room o Throw things

o Create Distractions o Swarm

o Distance

- EVACUATE:

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

o YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!!

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"
2. Students may return to regular schedule.
3. Follow Student Release Plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Biological or Chemical Release

AIR POLLUTION

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

AQI Index Values	Health Categories	Cautionary Statements for 8-Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups	Orange Flag Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion
151 to 200	Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 - 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion.

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

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

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

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

BIOLOGICAL/CHEMICAL THREAT

During Emergency

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

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

Follow these directions:

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

Principal or Designee will:

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

Teachers will:

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

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will 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 to:
 - Exact wording
 - Speech characteristics
 - Background noises
 2. Ask these questions:
 - Where is the bomb?
- e What kind of bomb?
- When will it go off?
 - How big is it?
 - Why are you doing this?

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

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

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

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

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

Note: Unusual or suspicious objects may be:

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

After Emergency:

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

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

Bus Disaster

If a bus disaster occurs:

1. Evacuate students to a safe location
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 police and transportation department.
 - c. Begin communication with resources to mobilize equipment and supplies.
 - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

1. Following incident 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 and Staff (outside the building):

1. Assist with evacuation of students to safety
2. Do not re-enter bus 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. Bus must be inspected before re-occupancy.
3. If necessary, alternate transportation will be coordinated by the District.

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.

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

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

Principal or Designee will:

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

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

- SHELTER IN PLACE:
 - o Close windows and doors.
 - o Instruct students sit at desks. o Do not release students.
 - o Changes will be communicated.

- ACTIVATE A.L.I.C.E.
- ALERT:

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

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

After Emergency:

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

Earthquake

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

Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement, all staff will:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
 - a. Ensure that communication with the other sites is established.

- b. Establish communication with the state, county, or regional Emergency Operation Centers.
- c. Begin communication with resources to mobilize equipment and supplies.
- d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

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

Teachers (in the classroom) will:

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

Teachers and Staff (within the building):

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

Teachers and Staff (outside the building):

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

5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

After Emergency

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

Explosion or Risk Of Explosion

If explosion occurs

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency

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

Fire in Surrounding Area

If a fire occurs in the surrounding areas, 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. Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. Order a Shelter-In-Place if danger is imminent.
3. Shut off air handling system and ventilation if air quality is compromised.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/Police)
 - 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 polluted 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.

Fire on School Grounds

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency

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

Flooding

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

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

Teachers will:

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

After Emergency:

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

Loss or Failure Of Utilities

In the event of loss or failure of utilities:

Principal or Designee will:

1. Discontinue use of/ shut off all equipment connected to the utility
2. Notify Maintenance Director
3. Contact relevant authorities
4. Wait for district clearance to begin utilizing the service again.

Motor Vehicle Crash

MOTOR VEHICLE ACCIDENT

If you are witness to a motor vehicle accident:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

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

6. When able initiate extra duties as assigned.

After Emergency:

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

Psychological Trauma

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.

Non-child abuse related trauma will be addressed by:

1. Evaluation of needs by school counselor
2. Refer student to appropriate resources for follow-up and treatment for trauma

Suspected Contamination of Food or Water

In the event of food or water contamination:

Principal or Designee will:

1. Discontinue use of water and/or dispose of all contaminated items.
2. Notify Nutritional Services;
 - a. Request safe food substitution for students
3. Contact relevant authorities
4. Wait for district clearance to use water.

Tactical Responses to Criminal Incidents

If a criminal incident is observed:

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

Principal or Designee will:

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

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

SHELTER IN PLACE:

- o Close windows and doors.
- o Instruct students sit at desks.
- o Do not release students.

o Changes will be communicated.

ACTIVATE A.L.I.C.E.

- ALERT:

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

- LOCKDOWN:

- o Move Students into classroom or building.
- o Lock all doors
- o Spread out within the room (do NOT huddle)
- o Look for alternate escape routes (another door/window)
- o Barricade the Doors
- o Do NOT open the door to anyone
- o Dial 911 when safe

- INFORM:

- o Continuation of Alert, pass on REAL TIME information: Who, What, Where, How
- o Communicate any manner you can

- COUNTER: (BE PREPARED)

- o Make noise
- o Move quickly around the room
- o Throw things
- o Create Distractions

o Swarm

o Distance

- EVACUATE:

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

o YOU DO NOT NEED PERMISSION: SAFETY FIRST!! If safe, go!!!

After Emergency:

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

Unlawful Demonstration or Walkout

If a person or persons are observed in an unlawful demonstration or walkout:

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

Principal or Designee will:

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
 - a. Confirm call to Police Department.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Sheltering in Place or lockdown.
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Shelter in Place or lockdown procedures:

- SHELTER IN PLACE:

- o Close windows and doors.
- o Instruct students sit at desks.
- o Do not release students.
- o Changes will be communicated.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"
2. Students may return to regular schedule.
3. Student release plan will be activated.
4. Be prepared to provide input to After Action Report that will be provided by principal or designee.

Emergency Evacuation Map

Cameron Map

