

Comprehensive School Safety Plan

**2021/2022
School Year**

School: Lenwood Elementary & Challenges Community Day School
CDS Code: 36676116035372
District: Barstow Unified School District
Address: 34374 Ash Road
Barstow, CA 92311

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Trinidad Gonzales	Principal		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Lenwood Elementary School (34374 Ash Road, Barstow, CA).

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Lenwood Elementary & Challenges Community Day School Safety Committee

Safety Planning Committee/School Site Council Members:

Trinidad Gonzales, Acting Principal
David Norman, Acting Assistant Principal
Connie Newman, Teacher, Safety Chair, SSC Member
Daksha Padmanabha, Teacher, Safety Committee Member
Siobhan Coleman, Teacher, Safety Committee Member
Linda Blankenship, Teacher, Safety Committee Member
Monica Chong, Custodian, Safety Committee Member
Dora Maldonado-Zane, Teacher, SSC member
Lauren Villifane, Teacher, SSC member
Tangy Mata, Classified Staff, SSC member
Officer Gatti, BUSD School Resource Officer

Assessment of School Safety

Assessment of Behavior and Crime:

Positive Environment Assessment: Lenwood Staff and SSC reviewed the attached data on the following date, January 29, 2021. Lenwood is in its seventh year of implementation of PBIS (Positive Behavior Intervention and Support). PBIS, restorative practices, and other means of correction form the backbone of our discipline system, including systematic instruction in expected school wide behaviors, interventions and supports, as well as a procedure for addressing behaviors that impede learning. While we have made some excellent progress, we have areas of focus that we will continue to refine in an effort to better serve our students. Suspensions and Expulsion Rates: Over the past 4 years, the suspension rate at Lenwood has been decreasing. Currently, in the 2020/2021 school year, Lenwood has a 0% suspension rate; during 2019/2020 school year Lenwood had a 0% suspension rate; during the 2018/2019 school year, Lenwood had a 0% suspension rate; during the 2017/2018 school year, Lenwood had a 7.4% suspension rate; and during the 2016/2017 school year, Lenwood had a 7.4% suspension rate.

Assessment of implementation and Emergency Plan and Preparedness:

Staff understanding of Emergency Plan and Preparedness: Lenwood staff demonstrates knowledge of the emergency plan and preparedness on a monthly basis with fire drills, quarterly earthquake drills, A.L.I.C.E. drills, and shelter in place drills. Overall, the staff feels adequately prepared and ready for an emergency.

Student understanding of Emergency Plan Preparedness:

Lenwood students practice the emergency plan on a monthly basis with fire drills, quarterly earthquake drills, A.L.I.C.E. drills, and shelter in place drills. Overall, the students demonstrate an adequate level of understanding of the emergency plan.

Assessment of implementation of Anti-Bullying Policy and Procedures:

Staff understanding of District policy and procedures concerning bullying identification and reporting: A staff presentation was conducted on 8/19/20. The staff demonstrated a clear understanding of the policies pertaining to discipline and PBIS.

Student understanding of policy and procedures concerning bullying:

Throughout the school year, Teachers and School Counselor give presentations using PBIS and Second Step lessons and conducted a student checking for understanding following the presentation; and teachers provide lessons using our Toolbox SEL program and Peekapak SEL program. Students had a better understanding of the differences between bullying and being mean, how to report bullying, and how to keep from being a victim per the survey results.

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

PBIS, restorative practices, and other means of correction

Monthly fire drills, quarterly earthquake drills, A.L.I.C.E. drills, and shelter in place drills; monthly safety committee team meetings; monthly site safety walks

PBIS lessons, Second Step lessons, Toolbox SEL lessons, and Peekapak SEL lessons

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

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

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

1. Child Abuse is:

- a. Injury inflicted by another person.
- b. Sexual Abuse.
- c. Neglect of child's physical, health, and emotional needs.
- d. Unusual and willful cruelty; unjustifiable punishment.
- e. Unlawful corporal punishment.

2. Child Abuse is not considered:

- a. Mutual altercation between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

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

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

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

1. Involuntary sexual activity is always reportable.

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

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

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

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

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

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.
- b. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
- c. The partner is the alleged spouse and over 21 years of age.

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

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

7. Reportable Sexual Activity if the Child is under 18 years:

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

8. Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

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

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

D. Failure to Report Known or Suspected Child Abuse

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

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

F. Staff Training

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

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

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

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

Disaster Plan (See Appendix C-F)

Emergency Response Plan:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency.

Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.)

This section has been divided into three major areas:

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

Campus Disorder

Firearm/Shooting

Hostage/Barricaded Subject

Threatening Intruder

How to and When to Shelter In Place:

Air Pollution

Biological/Chemical Threat

Chemical Spills

Severe Weather

Stinging Insects

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

Aircraft Accident

Bomb Threat
Earthquake
Flood
Fire/Explosion

Public Agency Use of School Buildings for Emergency Shelters

See BUSD District Policies

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor cigarettes or other vapor devices, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products (nicotine).
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing.
- r. Engaged in an act of bullying. For the purposes of this subdivision the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal actor conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - (2) "Electronic Act" means the transmission of a communication, including, but not limited to a message, text, sound or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communications device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section, unless that act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds
 - (2) While going to or coming from school
 - (3) During the lunch period whether on or off the campus
 - (4) During or while going to or coming from a school sponsored activity.
- t. Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person.

Other Means of Correction (Education Code 48900.5:

? Suspension, including supervised suspension (commonly known as In School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct.

? Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or (e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

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

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

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

Mandatory Recommendation for Expulsion

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

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

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

Staff Notification of Dangerous Students

A. Staff Notice of Dangerous Students Reference PPS binder: safety section-notification of dangerous students EC 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. At Lenwood 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])

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

Sexual Harassment Policy

A. Definition "Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met: 1.

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education; 2.

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education; 3. The

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

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4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment." B. Policy Pertaining to Sexual Harassment AR 4119.11 Sexual Harassment (Personnel); BP 5145.7 Sexual Harassment (Students); BP 1312.1 Community Relations: Complaints Concerning Schools and Employees; and AR 1312.1 Community Relations: Complaints Against Employees (See Appendix C) contains the following:

1. Student vs. Student

2. Student vs. Staff Member

3. Staff Member vs. Student

4. Staff Member vs. Staff member

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

C. Staff Training

a. Personnel new to the district will receive training on the Sexual Harassment Policies as a routine part of their new-teacher

orientation held in August of each school year and also receive a handbook with an outline of the procedure. b. All personnel will

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

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

Dress Code

Barstow Unified School District Elementary Dress Code – 2019/2020 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 rings/piercings, tongue studs, bracelets, large rings, dangling earrings, belt/wallet chains, studded chokers, belts or lanyards hanging from clothing or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted in the elementary grades. Stud earrings and hoop earrings no more than ½ inch in diameter are allowed to be worn in the ears. Jewelry that does not meet dress code requirements will be removed at the direction of the principal or designee.

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

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

12. Gloves may be worn during inclement weather only.

Hairstyles

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

Additional Information

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

15. Anything not specifically covered in the above rules and regulations that is disruptive to the educational process or considered to pose a safety hazard will be at

the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.

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

Students BP 5132(a)

DRESS AND GROOMING

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

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5144 - Discipline)

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

(cf. 5136 - Gangs)

(cf. 0450 - Comprehensive Safety Plan)

Uniforms

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

BP 5132(b)

DRESS AND GROOMING (continued)

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

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

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

Legal Reference:

EDUCATION CODE

35183 School dress codes; uniforms

32281 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

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

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

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

Policy BARSTOW UNIFIED SCHOOL DISTRICT

adopted: August 22, 1995

Revised: June 12, 2012

Students

AR 5132(a)

DRESS AND GROOMING

Students to be Neat and Clean

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

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

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

(cf. 0420 - School Plans/Site Councils)

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

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

1. Hair and clothing must be neat and clean. Clothing shall be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard.
2. Safe footwear must be worn at all times. Socks are preferred with open toed shoes at the elementary level. All shoes in elementary grades (K-6) must have backs or back straps. No shoes with wheels are allowed.
3. Clothing jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats or caps, etc.) shall
AR 5132(b)

DRESS AND GROOMING (continued)

be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

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

AR 5132(c)

DRESS AND GROOMING (continued)

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

Gang Related Apparel

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

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

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

(cf. 3260 - Fees and Charges)

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

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

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

Uniforms

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

AR 5132(d)

DRESS AND GROOMING (continued)

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

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

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

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

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

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

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

Procedures for Safe Ingress and Egress

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

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

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

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

Component:

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

Element:

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

- a. Lenwood has an active PBIS team, including a site coach and staff members who meet monthly to discuss data on student discipline.
- b. Lenwood has developed a menu of incentives, recognition, and celebrations for students and staff who regularly follow expected school wide behaviors.
- c. Lenwood has connected the work done in PBIS with Student Study Team to address behavior and its impact on student academic achievement.
- d. Lenwood students and staff understand school wide behavior expectations, based on student surveys and school wide assessments.
- e. Lenwood has implemented the MTSS Tiers I prevention school-wide and the Tier II and III interventions for behavioral support.
- f. Lenwood has implemented restorative practices and other means of correction to hold students accountable and to help students understand how to make better choices so they learn from their mistakes.

Opportunity for Improvement:

Lenwood has developed the second and third tiers of support and needs to continue and build upon the implemented supports for students who have extreme behaviors and need ongoing Tier II and Tier III supports. Lenwood needs to conduct ongoing training as staff and student populations change, so that all stakeholders are informed of the expectations and implementation of PBIS.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lenwood has developed MTSS Tiers I, II, & III interventions and supports. Tier II & Tier III interventions are implemented with students whose needs are not addressed by Tier I of the PBIS plan.	<ol style="list-style-type: none"> 1. PBIS Team will continue to attend training provided by SELPA and work with SELPA PBIS coaches and District PBIS coach to refine our Tier II interventions and develop our Tier III interventions. 2. PBIS Team will continue to meet monthly and train staff monthly in the implementation of these interventions. 	<ol style="list-style-type: none"> 1. Training at SELPA 2. Monthly PBIS meetings 3. Allotted time during staff meetings for PBIS training 4. District PBIS Coach support 	Jasmine Sanchez, PBIS team coach & Check In/Check Out Coordinator; Trinidad Gonzales, principal; David Norman, assistant principal; Kasandra Ramos, teacher; Dora Zane, teacher; Connie Newman, teacher; Siobhan Coleman, teacher; Kate Callaway, teacher; Erika Gonzalez, parent; BUSD PBIS coach; SELPA PBIS coaches	<ol style="list-style-type: none"> 1. Analysis of student discipline data in SWIS 2. Stakeholder surveys 3. Suspension & Expulsion Rates

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lenwood needs to conduct ongoing training as staff and student populations change, so that all stakeholders are informed of the expectations and implementation of PBIS.	<ol style="list-style-type: none"> 1. Continue with a section in the Parent-Student Handbook that is relative to PBIS, to distribute to all new students whenever they enroll. 2. Create a PBIS Card that explains our PBIS program and can be given to substitutes and noon supervisors as a reference. 3. Provide on-going communication with stakeholders about PBIS 	<ol style="list-style-type: none"> 1. Printing of Parent-Student Handbook 2. Printing and laminating of PBIS Card for substitutes and noon supervisors 3. Monthly Parent Newsletter containing PBIS information 	<ol style="list-style-type: none"> 1. PBIS team will create section in handbook and card 2. Office staff will distribute both handbook to new enrollees and PBIS Card to substitutes and noon supervisors 3. Principal & PBIS team will provide PBIS information in monthly parent newsletter 	<ol style="list-style-type: none"> 1. Stakeholder surveys 2. Substitute feedback forms 3. Monthly Parent Newsletters 4. Parent-Student Handbook

Component:

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

Element:

1. Areas of Pride

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

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Lenwood needs to continue to prepare for and practice routines to address longer-term emergencies.	1. Lenwood Safety Team meets monthly to review safety routines and to conduct site safety walks 2. Staff is provided with training on latest emergency procedures and considerations 3. Provide supplies for each team, so that they may meet the needs of students and staff during a longer-term emergency 4. Provide ongoing training and practice for longer-term emergencies	1. Guidelines and written procedures for staff and each emergency response team 2. Staff divided into emergency response teams based on ability and special skills 3. Supplies purchased for each emergency response team 4. Time for training and practice	1. Site Safety Committee (Connie Newman, teacher, Safety Team Lead; Trinidad Gonzales, principal) 2. District Safety Committee, including Director II Pupil Services and Director Child Welfare & Attendance	1. Staff questionnaire 2. Observations recorded during drills and practice sessions
Work with district maintenance department to repair and/or upgrade existing facility features to provide additional safety in the event of an emergency.	1. Regular maintenance and repairs as needed of the emergency lights in each classroom 2. Repair and/or upgrade emergency bell system as needed	1. Work orders for repairs of emergency lights as needed 2. Work orders for repairing aging facilities 3. Materials for the repair and/or upgrade of emergency bell system	1. Trinidad Gonzales, Monica Chong, and Maria Rowan will place the work orders 2. District maintenance department will oversee the bidding, ordering of parts, and repairs of emergency bell system parts	Sign-off by Barstow Fire Department

Component:

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

Element:

1. Areas of Pride (What you do well)
 - a. Lenwood identifies and investigates possible bullying quickly and thoroughly
 - b. Yearly No-Name Calling/Anti-Bullying Week is held to promote kindness and anti-bullying
 - c. Implementation of Capturing Kids Hearts strategies used by all staff members
 - d. School Counselor available on site every day to help with concerns of bullying and social/emotional development
 - e. Peace Patrol created and implemented with students as peer conflict mediators

Opportunity for Improvement:

Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying	1. More focus on positive interventions 2. Use of cross grade level peers 3. Peace Patrol implementation on a daily basis 4. Guidance lessons with School Counselor 5. Restorative practices (e.g. restorative discussions, restorative contracts) 6. Other Means of Correction used to help students learn from their mistakes 7. Monthly guidance lessons during Mighty Mustang Circle Time with the School Counselor 8. Teachers implement Toolbox and Peekapak SEL lessons	1. School Counselor 2. Allotted time for activities 3. Teacher and student time for peer interaction 4. Training for Peace Patrol 5. Materials for guidance lessons 6. Toolbox curriculum 7. Peekapak online program	1. Trinidad Gonzales, Principal 2. David Norman Assistant Principal 3. Jasmine Sanchez, School Counselor & PBIS Team Lead	1. Review of referrals and other data (e.g. school counselor notes in Infinite Campus) 2. Input of teachers, support staff, parents, and students
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lenwood Elementary & Challenges Community Day School Student Conduct Code

School Discipline

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

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

B. Notification to Students and Parents Education Code 35291:

- 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.
- The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. Site Discipline:

Lenwood Elementary School and Challenges Community Day School utilize PBIS along with restorative practices and other means of correction for school discipline. In the 2013-14 school year, Lenwood Elementary began the implementation of PBIS. Our team went to several trainings throughout the school year and led our staff in understanding and creating a plan of action. Our first step was to write our school motto and three important character traits. As a staff, we chose to use Trustworthy, Empathetic, Accountable, and Motivated as our traits. We created a matrix of expected behaviors for students and placed signs around the school showing them.

Students earn Mighty Mustang Points which are PBIS Reward Points from staff members and are given the chance to visit the Mighty Mustang Student Store to redeem points for prizes to support our focus on positive interventions. This year we are working on building our implementation of Tier II and Tier III interventions, including Check In/Check Out and sessions with the school counselor

for students in need of additional supports, monthly grade level guidance lessons with school counselor during our Mighty Mustang Circle Time, and classroom SEL lessons using Toolbox SEL and Peekapak.

Staff Training

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

Conduct Code Procedures

Minor Offenses/Infractions

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

Major Offenses/Infractions

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

All other Major Offenses/Infractions are handled by the student's teachers. Other means of correction are to be used based on severity level of the major infraction.

(J) Hate Crime Reporting Procedures and Policies

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

Procedural Steps:

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Barstow Unified School District

Anti-Bullying Policy

Bullying Defined:

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

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

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

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

Areas of where bullying can occur:

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

Components to Bullying Behavior

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

1. Specific type of Aggression: Verbal, Physical, Psychological
2. Behavior is intended to Harm or Disturb
3. Carried out repeatedly and over time
4. Imbalance of Power: Physical, Psychological

Jurisdiction:

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

- Any District or school sponsored function i.e. field trips, proms, sports, etc...
- On School property including before school, after school, and while school is in session.

- Bus stops or on the bus itself
- Walking to and from school.
- Cyber-bullying that causes a disruption to the educational process for individuals, groups or the school.
- When a bullying act that began in a non-school setting presents itself in school and disrupts the educational process for individual, groups or the school.

Education Code: 48900

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 (2) Willfully used force or violence upon the person of another, except in self-defense.

k) Disrupted school activities or otherwise willfully defied the valid authority of Supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against the school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Administrative Responsibilities:

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of District Policy and school procedures regarding antibullying.
- Develop and incorporate antibullying procedures into behavior or discipline codes.
- Review and revise these annually, as appropriate.
- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.

Staff Responsibilities:

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.

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

Student Responsibilities:

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

Parent Responsibility:

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

Responding to Bullying Complaints:

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

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

Procedural Steps:

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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment

2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

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

Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school

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

Dress Code

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

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

Safety Plan Appendices

Emergency Contact Numbers

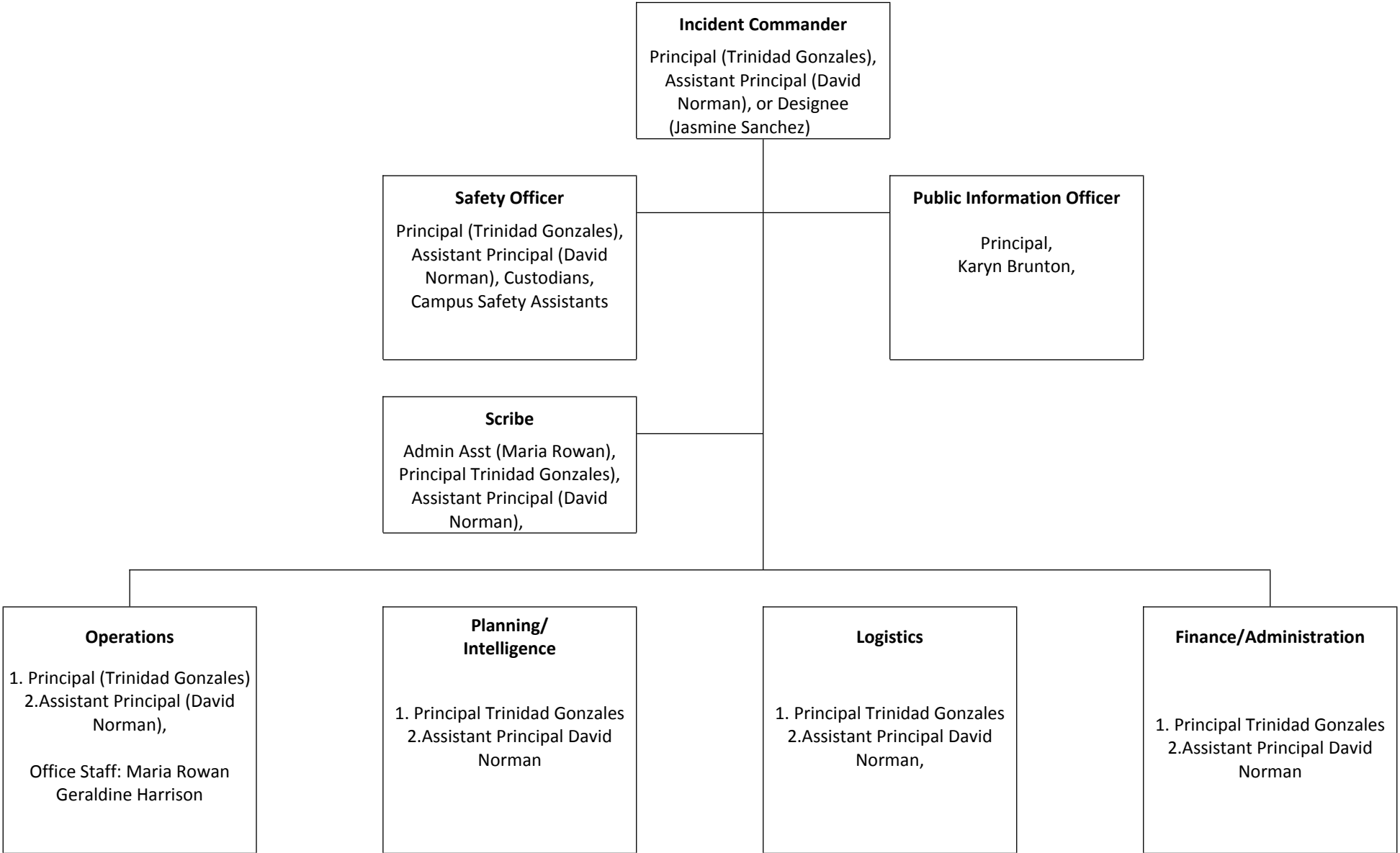
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services		9-1-1	
Law Enforcement/Fire/Paramedic	Barstow Police Department Dispatch	760-256-2211	
Law Enforcement/Fire/Paramedic	San Bernardino County Sheriff Department	760-256-4838	760-256-1796
School District	Superintendent's Office	760-255-6006	
Other	Lenwood School Principal	760-253-7713	
American National Red Cross		760-245-6511	

Safety Plan Review, Evaluation and Amendment Procedures

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

Lenwood Elementary & Challenges Community Day School Incident Command System



**First Aid & Search
Teacher A**

First Aid Team: Rosemarie Kancel (Health Clerk), Kasandra Ramos, Shanda Barela, Brenda Kraus, (stays in first aid area)

Search Team:

Guadalupe Batana (rooms 1-6 buildings interior & exterior); (rooms 7 -11 building interior & exterior); Daksha

Padmanabha (rooms 12-16 buildings interior & exterior); Connie Newman (rooms 17 - 20& library buildings & exterior)

(rooms 21-24); Britaney Depue (office, MPR interior & exterior)

**Student Release &
Accountability
TeacherB**

Student Release Team: Office Staff (Maria Rowan, Geraldine Harrison), Susan Wells, Christine Axtman (Room 1 teacher)*

*the teacher in Room 1 will always be on the parental communication/reunion team in the kindergarten playground area

Student and Staff Accountability Team: Siobhan Coleman & 4K= Jessica Purser & 4K paraeducators
TK/K = Linda Blankenship & TK paraeducator & Michelle Finney

1st-6th gr = Dora Zane, Leanne Wong, Jasmine Sanchez, Michele Banks, Band teacher, Maria Cruz, & UA/ELD paras
SDC = Lynn Hallig-Rodriguez, Jerome Tiglao, Kate Cummings, & SDC paraeducators

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management, Planning & Intelligence, Operations, Logistics, Finance & Administration

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Campus Disorder
Firearm/Shooting
Hostage/Barricaded Subject
Threatening Intruder

How to and When to Shelter In Place:

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

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

Aircraft Accident
Bomb Threat
Earthquake
Flood
Fire/Explosion

Step Two: Identify the Level of Emergency

There are three levels of emergencies:

- Level One Emergency: A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder
- Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc. Example: fire, intruder on campus, bomb threat.
- Level Three Emergency: A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired.

Step Three: Determine the Immediate Response Action

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

ASSUMPTIONS AND PURPOSE:

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

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

Step Four: Communicate the Appropriate Response Action

COMMUNICATION:

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

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will 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

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. Contact emergency personnel as needed.
3. Contact District Office
4. Address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
5. Consider evacuating students to nearest safe location.
6. Control all site activities until further help arrives.

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

1. If outside, students will get low and if safe may move to classrooms or nearest safe area.
2. If inside instruct students:
 - a. To sit at their desks

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.

Armed Assault on Campus

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

1. Call school office and/or campus security
2. Get to a safe place
3. Contact Barstow Police Department (911/760-256-2211) and/or San Bernardino Sheriff's Office (760-256-1796)

Principal or Designee will:

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

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

1. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions
2. Lockdown:
 - a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
3. Inform:
 - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
4. Counter: (Be Prepared)
 - a. Make noise
 - b. Move quickly
 - c. Throw things
 - d. Create distractions
 - e. Swarm
 - f. Distance

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

After Emergency:

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

Biological or Chemical Release

BIOLOGICAL/CHEMICAL THREAT

During Emergency

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

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

Follow these directions:

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

Principal or Designee will:

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

Teachers will:

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

After Emergency:

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

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

CHEMICAL SPILL/TOXIC EMISSIONS

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

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

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

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:

- a. Call 9-1-1 (Fire/HazMat)
- b. Contact District Office
 - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

Teachers will:

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

After Emergency:

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

Bomb Threat/ Threat Of violence

BOMB THREAT

If a threat is received by telephone:

1. Pay close attention to:
 - ? Exact wording
 - ? Speech characteristics
 - ? Background noises
2. Ask these questions:
 - ? Where is the bomb?
 - ? What kind of bomb?
 - ? When will it go off?
 - ? How big is it?
 - ? Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

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

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:

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

Teachers will:

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

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

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

Note: Unusual or suspicious objects may be:

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

After Emergency:

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

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

Bus Disaster

If you are witness to a bus accident:

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

When accident occurs, Principal or Designee will immediately:

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

6. Stay in control of all site activities until the arrival of emergency personnel.

After Emergency:

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

Disorderly Conduct

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

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

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

Principal or Designee will:

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

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

Shelter in Place

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

Activate A.L.I.C.E.

7. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions
8. Lockdown:
 - a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
9. Inform:
 - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
10. Counter: (Be Prepared)
 - a. Make noise

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

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

After Emergency:

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

Earthquake

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.

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.

Earthquake Procedures

At first indication of ground movement:

Teachers, Staff, and Students in the classroom will:

1. DROP to the ground. This movement should be activated by a simple command from the teacher (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! If safe to evacuate, unlock the classroom door and close it after evacuation. If there is someone injured and remaining in the classroom, prop the door open with a chair to avoid the door jamming and not allowing first responders to access the injured person.

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! If safe to evacuate, unlock the classroom door and close it after evacuation. If there is someone injured and remaining in the classroom, prop the door open with a chair to avoid the door jamming and not allowing first responders to access the injured person.
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

Teachers, Students, 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.

Emergency Evacuation Plan for Earthquake:

When evacuation is determined to be safe, staff and students will evacuate to the evacuation/assembly area(s) and emergency teams will report to the Emergency Operations Center to perform their assigned duties once their students are supervised in the student assembly area(s). When evacuating for an earthquake, unlock the classroom door and close it after everyone has evacuated. If there is someone injured and remaining in the classroom/building, prop the door open with a chair to avoid the door jamming and not allowing first responders to access the injured person.

Rooms 1 and 2:

- Students and staff evacuate to the farthest area of the kindergarten playground away from building. 4K Teacher and 4K paras will watch students from rooms 1 and 2 and will radio the EOC when directed; and Room 1 Teacher will set up “Parental Communication/ Reunion and Gate Team” in the kindergarten playground for Rooms 1 and 2 students.

Rooms 3 and 4:

- Evacuate to student assembly area on main playground; and once students are supervised, emergency teams will perform assigned duties.
- If fire is located in Room 3, restrooms by Room 3, or office, evacuate to the kindergarten playground through parking lot gates or go through garden to back of school to get to assembly/evacuation area; and once students are supervised in the student assembly area, emergency teams will perform assigned duties.

Rooms 5 and 6:

- If students are on the kindergarten playground when earthquake happens, students and staff evacuate to the farthest area of the kindergarten playground away from building; and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If students are in the classroom when earthquake happens, evacuate to student assembly area on main playground; and once students are supervised, emergency teams will perform assigned duties.
- If evacuation route by Room 3, restrooms by Room 3, or office is unsafe or obstructed, evacuate to the kindergarten playground through parking lot gates or go through garden to back of school to get to assembly/evacuation area; and once students are supervised in the student assembly area, emergency teams will perform assigned duties.

Rooms 7-16:

- Evacuate to student assembly area on main playground; and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If not safe to evacuate to assembly/evacuation area using normal route to playground, use gates to go through the garden area to rear of school to get to assembly/evacuation area.

Rooms 17-24:

- Evacuate to student assembly area on main playground; and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If not safe to evacuate to assembly/evacuation area using normal route to playground, go around the back by library and Room 24 to the rear of school to get to assembly/evacuation area.

Challenges Room 6 at Ingles site:

- Evacuate to student assembly area in the dirt area east of the classroom; hold up room # sign indicating “all present & accounted for” (green) or “some missing” (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If not safe to evacuate to assembly/evacuation area using normal route, use alternate route to get to assembly/evacuation area.

Please Note: If you are unable to evacuate using the main classroom door, use any alternative way that is safe to evacuate (windows, alternate door, break down walls).

After Emergency Earthquake Procedures:

1. If student release is determined, follow release plan.
Buildings must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. Principal or designee will deactivate the emergency by announcing, “This is the conclusion of all emergency services”.

Please Note:

When evacuating, if you have a student who refuses to evacuate, and if help is needed to evacuate an injured student, you can radio for assistance and someone will come help. Students should be trained to go to the evacuation area on their own and to let your buddy teacher know you are in need of assistance. For instance, if the teacher is the injured person and cannot evacuate, then the students need to be trained to take the red “Emergency Assistance Needed” sign to your buddy teacher so the buddy teacher can radio for help.

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) that 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 that 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! If safe to evacuate, unlock the classroom door and close it after evacuation. If there is someone injured and remaining in the classroom, prop the door open with a chair to avoid the door jamming and not allowing first responders to access the injured person.

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! If safe to evacuate, unlock the classroom door and close it after evacuation. If there is someone injured and remaining in the classroom, prop the door open with a chair to avoid the door jamming and not allowing first responders to access the injured person.

7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation.

a. Be prepared to report missing, extra or injured students.

8. When able, initiate extra duties as assigned.

Teachers and Staff (outside the building):

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

After Emergency

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

Explosion or Risk Of Explosion

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency

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

Fire in Surrounding Area

If a fire or explosion occurs:

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

The Principal or Designee will:

1. Activate the Site Incident Command Post, which will, among other things:

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

Teachers will:

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

After Emergency

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

Fire on School Grounds

During Emergency Fire Evacuation, all staff and students will evacuate to the evacuation/assembly area(s) and emergency teams will report to the Emergency Operations Center (EOC) to perform their assigned duties once their students are supervised in the student assembly area(s). When evacuating, unlock the door and close the door.

Rooms 1 and 2:

- When fire alarm goes off, students and staff evacuate to the farthest area of the kindergarten playground away from building. 4K Teacher and 4K paras will watch students from rooms 1 and 2 and will radio the EOC when directed; and Room 1 Teacher will set up "Parental Communication/ Reunion and Gate Team" in the kindergarten playground for Rooms 1 and 2 students and will radio the EOC when directed.

Rooms 3 and 4:

- Evacuate to student assembly area on main playground and hold up room # sign indicating "all present & accounted for" (green) or "some missing" (red)
- Once students are supervised in the assembly area, emergency teams will perform assigned duties.
- If fire is located in Room 3, restrooms by Room 3, or office, evacuate to the kindergarten playground through parking lot gates or go through garden to back of school to get to assembly/evacuation area; hold up room # sign indicating "all present & accounted for" (green) or "some missing" (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.

Rooms 5 and 6:

- If students are on the kindergarten playground when fire alarm goes off, students and staff evacuate to the farthest area of the kindergarten playground away from building; hold up room # sign indicating "all present & accounted for" (green) or "some missing" (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If students are in the classroom when fire alarm goes off, evacuate to student assembly area on main playground; hold up room # sign indicating "all present & accounted for" (green) or "some missing" (red); and once students are supervised, emergency teams will perform assigned duties.

- If fire is located in Room 3, restrooms by Room 3, or office, evacuate to the kindergarten playground through parking lot gates or go through garden to back of school to get to assembly/evacuation area; ; hold up room # sign indicating “all present & accounted for” (green) or “some missing” (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.

Rooms 7-16:

- Evacuate to student assembly area on main playground; ; hold up room # sign indicating “all present & accounted for” (green) or “some missing” (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If it is not safe to evacuate to assembly/evacuation area using normal route to playground, use gates to go through the garden area to rear of school to get to assembly/evacuation area.

Rooms 17-24:

- Evacuate to student assembly area on main playground; hold up room # sign indicating “all present & accounted for” (green) or “some missing” (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If it is not safe to evacuate to assembly/evacuation area using normal route to playground, go around the back by library and Room 24 to the rear of school to get to assembly/evacuation area.

Challenges Room 6 at Ingles site:

- Evacuate to student assembly area in the dirt area east of the classroom; hold up room # sign indicating “all present & accounted for” (green) or “some missing” (red); and once students are supervised in the student assembly area, emergency teams will perform assigned duties.
- If not safe to evacuate to assembly/evacuation area using normal route, use alternate route to get to assembly/evacuation area.

Please Note: If you are unable to evacuate using the main classroom door, use any alternative way that is safe to evacuate (windows, alternate door, break down walls).

After Emergency Fire Evacuation:

1. Principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students and Staff return to regular schedule OR
3. Student Release Plan is followed.

Please Note:

When evacuating, if you have a student who refuses to evacuate, and if help is needed to evacuate an injured student, you can radio for assistance and someone will come help. Students should be trained to go to the evacuation area on their own and to let your buddy teacher know you are in need of assistance. For instance, if the teacher is the injured person and cannot evacuate, then the students need to be trained to take the red "Emergency Assistance Needed" sign to your buddy teacher so the buddy teacher can radio for help.

FIRE/EXPLOSION

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

After Emergency

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

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

Notify School Office and follow evacuation procedures if necessary

Motor Vehicle Crash

If you are witness to the accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:

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

Psychological Trauma

Report to school site administration and/or school counselor

Suspected Contamination of Food or Water

Report to school office personnel and school site administration

Do not drink/eat the food or water until suspected contamination is determined safe

Tactical Responses to Criminal Incidents

Follow Active Shooter Drill Procedures

Unlawful Demonstration or Walkout

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

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

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

Principal or Designee will:

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

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

Shelter in Place

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

Activate A.L.I.C.E.

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

8. Lockdown:

- a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
9. Inform:
- a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
10. Counter: (Be Prepared)
- a. Make noise
 - b. Move quickly
 - c. Throw things
 - d. Create distractions
 - e. Swarm
 - f. Distance

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

After Emergency:

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

Emergency Evacuation Map