

Comprehensive School Safety Plan

**2025-2026
School Year**

School: Barstow Fine Arts Academy
CDS Code: 36 67611 0138834
District: Barstow Unified School District
Address: 500 S. Avenue G
Barstow, CA 92311
Date of Adoption:
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- with Law Enforcement 1/16/25
- with Fire Authority 1/16/25

Approved by:

Name	Title	Signature	Date
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	Law Enforcement		
	Fire Authority		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Barstow Fine Arts Academy 500 S. Avenue G. Barstow, CA 92311.

Safety Plan Vision

Barstow Fine Arts Academy promotes a safe and equitable learning environment that empowers its community to respect the academic and social-emotional needs of everyone.

Our Vision:

Our students are creative leaders who possess a growth mindset and grit which will enable them to achieve personal success and make choices that positively impact their community.

Our Mission Statement:

Working together, staff, parents, and community members are committed to supporting an exceptional educational program for all students in a safe and positive environment where exploration of fine arts, servant leadership, creative thinking, and achievement will foster student academic, artistic, and social success.

Our Motto:

The BFAA WAY: Ignite, Imagine, Inspire!

Ignite a passion for learning

Imagine ALL of the possibilities

Inspire greatness in ourselves and others!

The BFAA Pledge

We will follow the FAA Way and:

Be safe: to respect the safety and learning of everyone

Be respectful: to grow as a leader

Be responsible: to inspire greatness in ourselves and others!

Components of the Comprehensive School Safety Plan (EC 32281)

Barstow Fine Arts Academy Safety Committee

School Site Council

Elizabeth Davis: Chairperson/Principal
Lisa Ferrara: SSC Vice Chairperson/Classroom Teacher
Mahala Scott: SSC Member/Parent
Adriana Wilhelm: SSC Member/Parent
Sheila Ayala: SSC Member/Parent
Crystal-Flores Kane: SSC Member/Parent
Florida Alejandro: SSC Member/Classroom Teacher
Natalie Reynosa: SSC Member/Classroom Teacher
Lauren Frymire: SSC Member/Parent
Diana Guardado: SSC Member/Other School Staff

Safety Committee

Elizabeth Davis- Principal
Jose Lopez-Counselor
BFAA Staff members

Assessment of School Safety

Assessment of Behavior and Crime:

Barstow Fine Arts Academy is in its sixth year of operations, and is continuing its third year implementation phase of CR-PBIS (Culturally Responsive Positive Behavior Intervention and Support). BFAA CR-PBIS Team is engaged in a series of CR-PBIS Cohort Trainings that signify Year Three participation in the SELPA PBIS cohort process. CR-PBIS, restorative practices, and other means of correction are the core of our discipline system. This includes intentional instruction in expected school wide behaviors, interventions and supports, as well as a procedure for addressing behaviors that impede safety or learning. While we have made excellent progress in our first five years, we have areas of focus that we will continue to develop and improve upon in an effort to better serve our students. Our total out of school suspensions was 2 as of January 01, 2025. BFAA has been successful with resolving incidences this school year, our CR-PBIS and supports have helped with supporting students and behaviors.

Assessment of CR-PBIS

The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see "Developing a PBIS Annual Action Plan"). Each question in the survey relates to one of the four systems. Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

Assessment of Implementation and Emergency Plan and Preparedness:

Staff understanding of Emergency and Preparedness: BFAA staff demonstrate knowledge of the emergency plan and preparedness through safety team meetings, facility assessments, and emergency drills. Overall, the staff feel adequately prepared and ready for an emergency.

Student understanding of Emergency Plan Preparedness:

BFAA students practice the emergency plan with drills and classroom discussions. 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: All staff were given training at the beginning of the year regarding our anti-bullying policy and procedures. Staff were also given resources to utilize should bullying be reported. Anti-Bullying counselor lessons were also implemented through a push-in model where our counselor met with all students to review Anti-Bullying. The Counselor's guidance lesson activities have taught students and staff skills to better support a healthy frame of mind for themselves and others. Students and staff have a better understanding of the differences between tattling and bullying, and know how to report something. BFAA supports the district's promotion of See Something, Hear Something, Know Something, Say Something!

We are also working with our SELPA partners to complete our TFI Assessment for this year which will take place in 2025.

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

CR-PBIS, restorative practices, social emotional learning strategies and other means of correction training and implementation, safety drills, safety team meetings, PBIS team meetings, site safety walks, PBIS action planning, PBIS lessons, counselor guidance lessons, lunch and recess supervision.

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

BFAA WRITTEN PROCEDURES DESCRIBING THE STEPS TO REPORT SUSPECTED CHILD ABUSE (simplified district procedures)

To report suspected child abuse or neglect, staff shall complete the "Suspected Child Abuse Report." This form and the instructions are available for staff in their staff handbook. The reporter shall call appropriate local law enforcement or county child welfare agency immediately when child abuse or neglect is suspected. To call San Bernardino County Children and Family Services and local law enforcement, the reporting options by phone are: Hotline: (800) 827-8724, Hotline (local): (909) 384-92233 or Dial: 211 or call your local Police Department (if the situation is urgent dial: 911). Mandated reporters please fax completed "Suspected Child Abuse Report" form to: Attention: Child Abuse Hotline (909) 891-3545 or (909) 891-3560. The reporter shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC section 11166(a)). Form and Instructions are attached herein.

DISTRICT CHILD ABUSE REPORTING BOARD POLICY

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. (cf. 4119.21/4219.21/4319.21 - Professional Standards) BP 5141.4(b) (cf. 5145.7 - Sexual Harassment)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall provide training regarding the duties of mandated reporters. A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

A Police or Sheriff's Department (not including a school district police department or school security department).

A County Probation Department, if designated by the county to receive child abuse reports.

A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken. These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

New Required Training for School Employees

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. An online training module has been developed specially for educators and is located at California Child Abuse Mandated Reporter Training External link opens in new window or tab. . Alternative training methods may be used but, if an LEA uses training other than the online training module, the LEA must report that fact to the CDE and inform the CDE of the training that was used. A form for this purpose is available at Reporting Form for LEAs Who Use Alternative Training For Mandatory Reporting (PDF). Mandated Policies and Procedures

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

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

1. Child Abuse

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

2. Not Considered Child Abuse

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

B. Mandated Child Abuse Reporting

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

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

C. Sexual Activity

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

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

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

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

Reportable Sexual Activity if the Child is 14 or 15 years and: a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years, b. There are lewd and lascivious acts committed by a partner more than 10 years older than the child, c. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and: a. The partner is less than 14 years of age, b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship, c. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years: a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship, b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship, c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship. Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

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

F. Staff Training

Reference is BP 5141.4 Child Abuse and Neglect (Reporting Procedures) Appendix A a. New Personnel to the district will receive Child Abuse Identification and Reporting Procedure training as a routine part of their new teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure. b. All personnel will review the Child Abuse Reporting Procedure annually at the annual orientation each September at the beginning of the new school year.

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

Disaster Plan (See Appendix C-F)

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

Aircraft Accident
Bomb Threat
Earthquake
Flood
Fire/Explosion

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

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

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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. Teachers have access to student files for review when notified of dangerous pupil.

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

Other Means of Correction (Education Code 48900.5: Suspension, including supervised suspension (commonly known as In School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct. Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or (e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons. 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. 48900.7.

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

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

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

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

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

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

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

C. Staff Training

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

All school staff are responsible for enforcing the Student Dress and Grooming Code. All rules and regulations regarding the dress code shall be consistently enforced at all school sites. Violations of the dress code shall result in disciplinary action by Administration. To view a copy of the BUSD Elementary Dress Code and a copy of the BUSD Dress Code for employees please visit the link to board policies on the BUSD website.

At BFAA, students wear school colors to show pride in our school community. School colors are green and white.

Barstow Unified School District Elementary Dress Code

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

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.

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

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

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

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

On-Campus Evacuation and Assembly Location

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

Staff Training of Safe Ingress and Egress

All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year. Staff and students participate in emergency drills. Students are trained on procedures for fire, earthquake, shelter-in-place, lockdown, lockdown with evacuation. Each year, BFAA participates in the Great Shake Out.

Daily Ingress/Egress Routes for vehicles and busses attached.

BFAA has a safe ingress and egress plan. The plan is developed and implemented by the campus staff. It is developed and reviewed in collaboration with staff. Revisions are made in an as needed basis. We have a safe and secure campus where in we use raptor and background check volunteer go through a process. Students are supervised during arrival, departure, lunch and recesses. In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors.

Campus Visitor Procedures

BFAA has a secure campus. Visitors must check in at the front office and use the Raptor system which uses scanning of licenses to provide a quick background notification check. Visitors must sign in and where a visitor tag when approved to be on campus. Site Volunteers must go through the district volunteer process in order to be able to be on campus and attend any school activities or field trips. The district approves volunteers and notifies the school of approved volunteers. Additional code references: To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering school grounds when school is in session. For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises, Education Code 32210-32211, Penal Code 627.

Information About the Crossing Guard Program

BFAA uses three crosswalks. Crosswalks are located outside the school gate, on campus at the front entrance, and in front of the administration building. Crossing guards are available during arrival and dismissal times. BUSD board policy regarding crossing guard is attached.

Pedestrian, Vehicle, Bicycle Policies

Students who walk follow the side walk through the MPR gate and use the cross walk to cross the parking lot. Walkers enter campus through the MPR gate. Vehicles may loop around the car drop off area and park in the parking lot. During high traffic times, the parking lot loop should be followed. Bicycle riders should walk their bike through the MPR gate. Bicycles should be parked in the bike rack. BUSD board policy regarding student use of bicycles is attached.

Traffic Safety Information

BFAA has designed a safe traffic route for ingress and egress of students, parents, and staff to and from school. Vehicles enter through the front gate and turn left to drop students off in front of the school. Vehicles loop around through the parking lot and turn right out of front gate to exit campus. Orange safety cones are used to direct traffic and staff is available to support a safe and smooth flow of traffic.

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

Component:

Component:

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

Element:

1. Areas of Pride

- a. BFAA has an active CR-PBIS team, who meets regularly to discuss data on student discipline. BFAA works with the CR-PBIS district coach and SELPA to implement CR-PBIS. The Site CR-PBIS Team is engaged in PBIS and CR-PBIS training through SELPA and district provided professional development.
- b. BFAA has developed incentives, recognition, and celebrations for students and staff who regularly follow expected school wide behaviors. We utilize PBIS Rewards to award PBIS points to students. We utilize "Beagle Bucks" to use in the PBIS school store/to be used as an entry into the end of the school year raffle.
- c. BFAA has incorporated the work done with PBIS into the Student Study Team process to address behavior and its impact on student academic achievement.
- d. BFAA students and staff understand school wide behavior expectations, based on student surveys, school wide assessments, and TFI checks.
- e. BFAA has implemented the MTSS Tier I (prevention school-wide) and Tier II and Tier III interventions for behavioral support.
- f. BFAA 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:

BFAA has developed the 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. BFAA needs to conduct initial and 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

Objectives	Action Steps	Resources	Lead Person	Evaluation
BFAA 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.	<p>1. CR-PBIS Team will continue to attend training provided by SELPA and work with SELPA PBIS coaches and District PBIS coach to develop and implement our Tier II interventions and develop our Tier III interventions.</p> <p>2. CR-PBIS Team will continue to meet and train staff in the implementation of these interventions.</p>	<p>1. Training at SELPA</p> <p>2. CR-PBIS meetings</p> <p>3. Allotted time during staff meetings for PBIS training</p> <p>4. District PBIS Coach support</p> <p>5. Training with SELPA to develop and implement plan.</p>	<p>Jose Lopez: Campus CR-PBIS Coordinator</p> <p>Other Members of the PBIS Team</p> <p>Elizabeth Davis-Principal</p> <p>Amber Wenger - Teacher</p> <p>Amber Santos-Parent</p> <p>Engagement Coordinator</p> <p>Jose Lopez - Counselor</p> <p>Holly Jones-SWIS data technician</p> <p>Vacant-Parent</p>	<p>1. Analysis of student discipline data in IC</p> <p>2. Stakeholder surveys</p> <p>3. Suspension & Expulsion Rates</p> <p>4. Qualitative feedback</p> <p>5. TIPS Action Plan for PBIS</p>

Component:

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

Element:

Areas of Pride

- a. BFAA developed a schedule of drills and procedures are practiced 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 used as a communication method in case of emergency
- e. All visitors are accounted for using the RAPTOR system and visitor sign in logs.

Opportunity for Improvement:

BFAA needs to continue to prepare for and practice routines to address longer-term emergencies.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
BFAA needs to continue to prepare for and practice routines to address longer-term emergencies.	1. BFAA School Principal meets with the Director of Maintenance trimesterly 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	Site Safety Committee District Safety Committee, including Director of Maintenance, Director II of Pupil Services and Director of Child Welfare & Attendance	1. Staff questionnaire 2. Observations recorded during drills and practice sessions

Component:

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

Element:

Areas of Pride

- a. BFAA identifies and investigates possible bullying quickly and thoroughly using district guidelines and procedures
- b. Yearly No-Name Calling/Anti-Bullying Week is held to promote kindness and anti-bullying
- c. School Counselor conducts lessons monthly to address such topics.
- d. School Counselor available full-time to help with concerns of bullying and social/emotional development

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying	<ol style="list-style-type: none"> 1. More focus on positive interventions 2. Guidance lessons with School Counselor 3. Restorative practices (e.g. restorative discussions, restorative contracts) 4. Other Means of Correction used to help students learn from their mistakes 5. Teachers implement SEL lessons 6. Assemblies 	<ol style="list-style-type: none"> 1. School Counselor 2. Allotted time for activities 3. Teacher and student time for peer interaction 4. Materials for guidance lessons 	Elizabeth Davis, Principal Jose Lopez, School Counselor PBIS Team Site Leadership Team School Site Council	<ol style="list-style-type: none"> 1. Review of referrals and other data (e.g. school counselor notes in Infinite Campus) 2. Input of teachers, support staff, parents, and students 3. SWIS data drill downs
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Barstow Fine Arts Academy Student Conduct Code

School Discipline

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

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

B. Notification to Students and Parents Education Code 35291:

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

C. Site Discipline:

Bartow Fine Arts Academy utilizes PBIS along with restorative practices and other means of correction for school discipline. This year, BFAA has continued to develop and implement CR-PBIS. Our FAA pledge is read and recited by students daily to reinforce positive behaviors while on campus: I will follow the FAA Way and Be safe: to respect the safety and learning of everyone, Be respectful: to grow as a leader, Be responsible: to inspire greatness in myself and others!

Staff has explicitly taught the FAA way and schoolwide behavioral expectations in the classroom. This is reinforced daily with the students. We also created signage of expected behaviors for students and placed these signs around the school. Students earn schoolwide Beagle Bucks which are tied into the PBIS Rewards. Students may use Beagle Bucks to purchase items from the PBIS store or they can save them for an end of the year raffle. This was developed to support our focus on positive interventions. This year we have continued working on the implementation of a Check In/Check Out system. Further, the school counselor is available for students in need of additional supports, teaches monthly grade level guidance lessons and conducts SEL lessons.

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 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 Bullying Prevention and Intervention Policy per BUSD Website

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

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

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

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

popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. REPETITION: Bullying behaviors happen more than once or there is a pattern of pervasive behaviors over time

TYPES OF BULLYING:

VERBAL BULLYING

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

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

SOCIAL BULLYING

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

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

PHYSICAL BULLYING

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

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

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

RECOGNIZE

Is it bullying?

Was the behavior carried out on purpose?

Was the behavior intended to cause harm?

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

Have there been patterned and pervasive acts of this behavior?

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

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

If the answers to questions 1-4 are ALL YES, please refer this incident to a trained professional within 24 hours. AN ONLINE BULLYING BEHAVIOR REPORT FORM CAN BE SUBMITTED ELECTRONICALLY ACCESSED FROM THE BUSD WEBSITE. If you provided a NO response to any of the questions (not including 3a), the person completing this form should address the unwanted behavior with the young person according to school, group or home standards of conduct. Every effort should be taken to address the behavior with the young persons as soon as possible.

REFUSE

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

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

REPORT

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

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

REPORT

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

RESEARCH

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

RESPOND

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

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

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

Opioid Prevention and Life-Saving Response Procedures

The goal of this section is to outline proactive measures for opioid prevention, recognition of opioid overdoses, and immediate intervention procedures to protect the health and safety of students, staff, and visitors. By implementing education, prevention strategies, and life-saving protocols, we aim to reduce opioid misuse, provide support for individuals affected by substance use disorders, and ensure a rapid, effective response in cases of overdose.

1. Opioid Prevention Education

Opioid prevention will be incorporated into the school's health education curriculum. Students will receive age-appropriate information on the risks of opioid use, the effects on the body and mind, the dangers of overdose, and the importance of healthy coping mechanisms. Topics will include:

- Understanding opioids and their legal vs. illegal forms (prescription vs. street drugs).
- The risks of misuse, addiction, and overdose.
- The impact of opioids on families, communities, and personal futures.
- Safe disposal of unused prescription medications to prevent misuse.

Awareness Campaigns: The school will implement awareness campaigns throughout the year to reinforce the importance of avoiding opioids. This will include:

- Poster and flyer distribution with key facts and statistics.
- Guest speakers, including medical professionals and local law enforcement officers, to share personal stories and provide educational resources.

Parent and Guardian Engagement: Provide parents and guardians with resources to understand opioid misuse and signs of addiction. Workshops, informational sessions, and newsletters will be offered to keep families informed and involved in the prevention efforts.

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2. Early Identification of Risk Factors

Staff Training on Warning Signs: All faculty and staff will receive training on identifying early warning signs of opioid misuse, which may include:

- Sudden changes in academic performance.
- Behavioral changes, such as withdrawal, mood swings, or a lack of motivation.
- Physical signs, such as drowsiness, pinpoint pupils, or frequent nosebleeds (for individuals using snorted opioids).
- Unexplained absences or tardiness.
- Social isolation or engaging with risky peer groups.

Student Support Systems: Counselors, social workers, and psychologists will be available for students who may be struggling with substance use or other mental health challenges. A confidential referral system will be in place to connect students to appropriate support services, including community addiction programs and therapy.

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3. Emergency Response & Overdose Prevention

Naloxone (Narcan) Availability: To reduce the risk of fatal opioid overdoses, the school will have naloxone (Narcan), a life-saving opioid overdose reversal medication, available on-site.

Designated school personnel (such as school nurses, administrators, or other trained staff) will be trained annually on how to administer naloxone in case of an overdose.

Naloxone will be stored in easily accessible, locked cabinets to ensure security and rapid access if needed.

A clear chain of command for who is responsible for administering naloxone will be outlined in the school's emergency response procedures.

Training and Drills: The school will conduct regular training and simulation drills on how to respond to an opioid overdose. These drills will involve:

- Recognizing the symptoms of opioid overdose (e.g., slow or irregular breathing, unresponsiveness, blue lips, or pale skin).
- Immediate steps to take (such as calling 911, administering naloxone, and performing CPR if necessary).

How to interact with emergency responders to ensure swift medical treatment.

Response Plan for Overdose Incidents: In the event of an opioid overdose on school property:

1. Call 911 immediately to report an overdose and provide essential information (location, age, condition of the individual).
2. Administer naloxone to reverse the effects of the overdose.
3. Provide CPR (if necessary) and monitor the individual's breathing and pulse until emergency responders arrive.
4. Follow-up with parents/guardians and any appropriate law enforcement or health agencies to provide support and ensure the individual receives appropriate care.

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4. Community Partnerships and Resources

Collaboration with Local Agencies: The school will maintain relationships with local public health departments, law enforcement, addiction recovery organizations, and mental health services. These partnerships will help ensure that students and families have access to comprehensive resources, including:

Local addiction recovery programs and outpatient services.

Peer support groups.

Referrals to counselors and substance abuse specialists.

Education on the local drug epidemic and community-wide prevention initiatives.

Substance Use Hotline Information: The school will make available hotline numbers and online resources for students, staff, and families to seek immediate assistance or learn more about opioid misuse and addiction. These will be prominently displayed on school websites, newsletters, and in student handbooks.

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5. Post-Incident Support & Recovery

Rehabilitation and Reintegration Support: For students who may have been involved in an overdose or who show signs of opioid misuse, the school will offer rehabilitation support in collaboration with community health professionals.

This support will include counseling, peer mentoring programs, and facilitated reintegration back into school activities, ensuring that the student feels supported and not stigmatized.

· Follow-Up Services: After an overdose incident or any form of opioid-related emergency, follow-up services will be made available to the affected student and their family. These services may include continued counseling, academic accommodations, and connection to longer-term treatment plans as needed.

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6. Evaluation and Continuous Improvement

· Annual Review: The school will annually review its opioid prevention strategies, training effectiveness, and emergency protocols. This review will involve staff, local health officials, and stakeholders to assess the efficacy of current efforts and determine necessary adjustments.

· Feedback from Students and Families: To ensure that the school's prevention efforts are addressing real concerns, feedback will be solicited from students and families on the relevance and impact of the education programs. This feedback will inform the continued development and improvement of the school's opioid prevention and life-saving initiatives.

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Response Procedures for Dangerous, Violent, or Unlawful Activity

Objective: The purpose of this section is to establish clear, effective, and coordinated response procedures for managing dangerous, violent, or unlawful activities that may occur on school grounds or during school-related events. By outlining systematic procedures for preventing, identifying, responding to, and recovering from incidents involving violence or unlawful activity, we aim to ensure the safety of all students, staff, and visitors, while minimizing disruption to the school environment.

1. Preventive Measures

School Climate and Culture: A positive school climate, built on mutual respect, inclusivity, and clear expectations for behavior, is essential in preventing violent or unlawful activities. Key components include:

Anti-bullying programs: Focus on preventing both physical and psychological violence, with an emphasis on early intervention.

Conflict resolution training: Teach students how to resolve disputes peacefully and avoid escalation.

Behavioral Expectations: Clear, written policies outlining acceptable and unacceptable behavior, shared with students, parents, and staff, and consistently enforced.

Staff Training: All staff will undergo regular training on identifying and de-escalating potentially violent or unlawful situations, including:

- Recognizing signs of aggression, distress, or bullying among students.
- Proper use of de-escalation techniques to calm situations before they escalate.
- Reporting procedures for suspicious activity, threats, or violations of school rules.
- Use of technology (e.g., security cameras, communication systems) to monitor and identify dangerous situations early.

Safety Drills: Regular drills will be conducted for various types of violent or unlawful activity scenarios, including:

- Lockdown drills (active shooter, intruder on campus).
- Evacuation drills (fire or chemical spill leading to hazardous conditions).
- Shelter-in-place drills (for external threats, including weather-related emergencies or dangerous persons in the vicinity).

2. Identification and Reporting of Violent or Unlawful Activity

Student and Staff Reporting: A clear, confidential reporting system will be in place for students, staff, and visitors to report any dangerous, violent, or unlawful activity. Methods will include:

- Anonymous reporting (e.g., suggestion boxes, online submission forms).
- Direct reporting to school administrators, security personnel, or a trusted teacher or counselor.

Incident Documentation: All reports of dangerous or unlawful activity will be documented thoroughly, including the nature of the incident, involved individuals, time, and location. This documentation will be stored securely and reviewed to identify patterns or potential threats to the school community.

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3. Immediate Response Procedures

Lockdown Procedure: In the event of a violent or potentially dangerous intruder, an immediate lockdown will be initiated. This will involve:

- Immediate Announcement: A clear, pre-established announcement will be made to inform students and staff of the lockdown.
- Securing Classrooms and Facilities: Teachers will lock classroom doors, close windows, and ensure that students are out of sight. Students should be instructed to hide behind furniture or in safe areas, away from doors and windows.
- Exit or Evacuation Plans: If the threat is outside the building and a safe exit is possible, students and staff will evacuate to a designated safe location. If evacuation is not safe, the lockdown will continue until further instructions are provided.
- Communication: Administrators will immediately notify law enforcement and emergency responders. Staff will communicate with school security or designated crisis management team members, using phones or radios, if available.
- Stay in Place: During lockdown, students should remain in their current location, and staff should maintain vigilance, ensuring that no one leaves the premises or enters unauthorized areas until the lockdown is lifted by authorized personnel.

Evacuation Procedure (for Dangerous Events Requiring Relocation): If the threat requires evacuating the school due to the presence of hazardous materials, fire, or other immediate dangers:

- Evacuation Announcement: A calm, clear announcement will direct staff and students to the nearest safe exits.
- Designated Evacuation Routes: Pre-planned evacuation routes and exit doors will be communicated to all staff and students, with designated staff members overseeing different exit points.
- Assembly Areas: Evacuated individuals will report to predetermined safe assembly areas, where attendance will be taken to ensure everyone is accounted for.
- Coordination with Emergency Services: Emergency responders will be provided with immediate details about the situation, including the number of individuals needing evacuation and any potential health concerns.

· Incident Response Team (IRT): An IRT, consisting of school administrators, counselors, and law enforcement (if needed), will be activated immediately following any violent or unlawful activity. The team's responsibilities include:

- Assessing the situation to determine the level of threat.
- Coordinating with local law enforcement and emergency responders.
- Communicating with parents and guardians as appropriate.
- Assisting students and staff members who may have witnessed or been affected by the incident.
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4. Coordination with Law Enforcement and Emergency Responders

Law Enforcement Liaison: The school will have a designated liaison officer to maintain communication with local law enforcement and emergency responders. This officer will be part of the school's crisis response team and trained to work alongside other emergency services during incidents of violence or unlawful activity.

Emergency Response Collaboration: Upon notification of a potential or active threat, the school will coordinate with local police, fire, and medical services, providing them with critical information such as:

- The nature of the threat (e.g., violent behavior, weapon involvement, criminal activity).

- The number and location of individuals involved.
- The current status of evacuation or lockdown procedures.
- The need for medical assistance or counseling services.

Incident Command System (ICS): The school will implement the ICS to ensure structured and organized management of the response efforts. The ICS will provide clear roles and responsibilities to avoid confusion and ensure rapid, effective action during crises.

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5. Post-Incident Response and Recovery

Mental Health Support: Following any violent or unlawful activity, mental health professionals, including school counselors and psychologists, will be available to provide immediate support to students and staff affected by the incident. Support will include:

- Individual and group counseling.
- Crisis intervention and grief support for those impacted by the event.
- Ongoing support services for the longer-term emotional well-being of the school community.

Communication with Parents and Guardians: Parents and guardians will be informed as soon as possible following an incident. Notifications will be made via phone calls, text messages, or emails, and will provide:

- A summary of the event and current situation.
- Steps being taken to ensure safety.
- Instructions on how parents can reunite with their children, if necessary.

Incident Review and Evaluation: After the event, the school will conduct a debriefing to evaluate the response, identify successes, and pinpoint areas for improvement. This review will involve:

- Feedback from staff, students, and law enforcement.
- A critical analysis of communication, resource deployment, and the effectiveness of emergency procedures.

Instructional Continuity Plan

Objective: The Instructional Continuity Plan (ICP) outlines procedures and strategies to maintain or quickly resume high-quality educational instruction in the event of school closures, disruptions, or emergencies. The goal is to minimize the impact of interruptions on students' academic progress and ensure that learning continues effectively, regardless of external circumstances. This plan encompasses both remote and in-person instructional strategies, supports for students with special needs, and a framework for communication with stakeholders.

1. Prevention and Mitigation of Instructional Disruptions

Technology Infrastructure: The school will invest in robust technological infrastructure to support online and hybrid learning environments, ensuring that all students have access to necessary devices and internet connectivity during emergencies. This includes:

- Providing laptops/tablets or devices for students who do not have them at home.

- Ensuring reliable access to online learning platforms (Google Classroom, Microsoft Teams, etc.) for students, teachers, and parents.
- Offering training for staff, students, and families on how to use the digital tools effectively.

Curriculum Adaptability: The curriculum will be designed with flexibility in mind, allowing for seamless transitions between in-person, hybrid, and remote learning formats. Key components include:

- Modular lessons that can be easily adapted for both in-person and virtual instruction.
- Pre-recorded lessons, instructional videos, and other resources to be used in case of extended closures.
- Pre-planned alternative assignments that align with learning objectives in the event that traditional classroom experiences are disrupted.

Staff Readiness: Teachers and staff will be trained annually on instructional continuity, including:

- Best practices for delivering content in a remote or hybrid setting.
- Tools for online collaboration and communication.
- Ways to keep students engaged in a virtual classroom and assess their progress.
- Crisis management protocols to ensure that instructional time is maximized even in uncertain situations.

2. Activation of the Instructional Continuity Plan

Triggering Conditions: The ICP will be activated in response to specific events or emergencies that disrupt normal instructional activities, including but not limited to:

- Natural disasters (e.g., earthquakes, severe weather).
- Health crises (e.g., pandemics, widespread illness).
- Local emergencies (e.g., fires, community violence).
- Extended school closures or interruptions.

Decision-Making Team: A school-based continuity response team will be established, composed of the principal, district representatives, technology coordinators, and instructional leaders.

This team will:

- Assess the situation and make decisions regarding the need for instructional continuity.
- Determine the format of instruction (remote, hybrid, or in-person).
- Communicate the plan to all stakeholders, including students, parents, staff, and the community.
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3. Instructional Strategies for Continuity

Remote Learning Platforms: If in-person instruction is not feasible, the school will transition to remote learning using online platforms.

Key actions include:

- Providing live, synchronous instruction through video conferencing tools like Zoom or Google Meet, ensuring students can interact with teachers and peers.
- Offering asynchronous learning opportunities, such as pre-recorded lessons, assignments, and activities that students can complete on their own schedule.
- Utilizing digital tools like educational apps, interactive platforms, and learning management systems (LMS) to deliver lessons and track student progress.

Hybrid Learning Model: In cases where a hybrid model is necessary (some students learning in-person, others remotely), the school will implement strategies such as:

- Dividing students into smaller groups to ensure appropriate social distancing and manage the flow of instruction both in-person and online.
- Ensuring that the in-person and remote students have parallel learning experiences, with virtual students engaging with the same materials and assignments as those physically present.
- Equipping classrooms with technology (e.g., cameras, microphones, interactive whiteboards) to allow for live streaming of lessons and interaction with remote learners.

Teacher and Student Support: To ensure that instructional continuity is effective, support systems for both teachers and students will be put in place:

- **Teacher Support:** Regular professional development on remote teaching methods, the use of digital tools, and maintaining student engagement in a virtual environment. Access to tech support and instructional design resources will also be available.
- **Student Support:** Provide virtual office hours and small-group sessions for students who may need additional help. Students with special needs will have tailored accommodations to ensure equitable access to learning.

Assessment and Feedback: Maintaining a consistent assessment system during disruptions is vital for tracking student progress. This will include:

- Regular formative assessments (quizzes, polls, assignments) to monitor students' understanding.
- Virtual office hours and one-on-one meetings to discuss progress and offer feedback.
- Tools to track student participation and engagement in virtual environments, ensuring that no student is falling behind.
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4. Communication Plan for Instructional Continuity

Clear and Timely Communication: To ensure that all stakeholders are informed and prepared, the following communication channels will be used:

- **Internal Communication:** Regular updates to staff regarding the status of the ICP, expectations for remote or hybrid teaching, and available resources.
- **External Communication:** Parents and guardians will receive prompt updates on the status of the school, instructional changes, and expectations for students. Communication will be sent through multiple channels, including:
- Emails, text messages, phone calls, and school website updates.

- Social media for real-time updates and community engagement.

Student Communication: Students will be informed of any changes in instruction through class announcements, online platforms, and emails. Teachers will have designated office hours and virtual check-ins to maintain contact and engagement.

Two-Way Communication: Open lines for feedback and questions will be established between staff, students, and families to address concerns and improve instructional quality. This includes:

- Surveys and feedback forms to gauge the effectiveness of remote or hybrid learning.
- Dedicated communication channels (e.g., email or chat) for teachers to respond to student inquiries or parent questions.
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5. Equity and Access

Access to Technology: The school will ensure that all students have equitable access to the technology needed for remote learning. This includes:

- Providing devices (laptops/tablets) and internet hotspots to students who do not have access at home.
- Offering tech support for both students and families to troubleshoot connectivity or device issues.

Special Education and Diverse Learners: The needs of students with disabilities or English Language Learners (ELL) will be prioritized:

- Special education services will continue to be provided virtually, with individualized support plans and accommodations.
- Teachers will modify lessons to ensure accessibility for all students, including closed captioning for video lessons and providing materials in multiple formats.
- Bilingual staff or translators will be available for communication with non-English-speaking families.

Social-Emotional Support: The school will provide resources for students' mental health and well-being, offering virtual counseling sessions and creating a safe, supportive online community. Programs such as mindfulness, coping strategies, and social-emotional learning will be incorporated into remote or hybrid lessons.

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6. Recovery and Reintegration

Transitioning Back to In-Person Learning: When it is safe and feasible to return to in-person instruction, the school will have a phased reintegration plan. This plan will ensure that students return to a safe and familiar environment with appropriate health and safety measures in place.

- A hybrid model may initially be used, allowing smaller groups to return while others continue with remote learning.
- Social-emotional support will be offered to students to help them transition back to school life.

Post-Disruption Academic Recovery: A recovery plan will be implemented to address any academic gaps caused by instructional disruptions:

- Diagnostic assessments will be administered upon return to assess the learning gaps and adjust the curriculum.
- Targeted interventions and tutoring programs will be offered to students who need additional support.
- Flexible scheduling or extended school hours may be used to provide additional learning opportunities.

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7. Review and Continuous Improvement

Evaluation of the ICP: The effectiveness of the Instructional Continuity Plan will be evaluated after any major disruption or school closure. Feedback from students, staff, and parents will be gathered to assess:

- The accessibility of learning materials.
- The effectiveness of communication strategies.
- The level of student engagement and academic progress.

By establishing a comprehensive and flexible Instructional Continuity Plan, the school ensures that high-quality education can continue without interruption, maintaining both academic rigor and student support in any circumstance. Through the integration of technology, effective communication, and personalized support, the ICP aims to minimize the impact of emergencies on student learning while prioritizing equity and access for all.

Safety Plan Review, Evaluation and Amendment Procedures

The BFAA Comprehensive School Safety Plan (CSSP) review, evaluation, and amendment procedures include:

BFAA will conduct a review of the school climate in relation to the current status of crimes committed on campus and at school related functions by reviewing one or more of the following types of information; office referrals, attendance rates/SARB, suspension/expulsion data, Youth Truth Survey (formally known as the California Healthy Kids Survey), School Improvement Plan, local law enforcement juvenile crime data, and/or property damage data. The data collected will be initially reviewed by the Safety Committee. Safety goals for the upcoming school year will be formulated based on the findings of this review. The safety goals will be proposed and developed by the Safety Committee and be presented to the SSC for review.

The Comprehensive School Safety Plan will be reviewed at least once annually by the Safety Committee, motioned to approve by the School Site Council, and approved by the School Site Council Representative and the School Principal. The School Site Council and School Principal will sign to approve its motion for adoption. It will then be presented to the Board of Trustees for final review and board adoption before March 1.

EMERGENCY PLANNING FOR STUDENTS WITH SPECIAL NEEDS

General directions for emergency plans - Pupil Services is responsible for developing an emergency plan that ensures all staff is aware of students with special conditions and the care and treatment to be provided to those students in an emergency. Pupil Services must ensure that an emergency plan is developed for each student with special needs, if the school standardized emergency management plan needs to be modified to meet the student's needs. Site administrators shall ensure that unassigned staff report to special education programs to assist staff with the emergency evacuation. One staff member may be responsible for more than one student with disabilities, if necessary.

BFAA has students with special needs who participate in general education classes (RSP). Students with special needs and without special needs are included in all emergency drills. If and when, BFAA participates in a special day class setting, then an emergency plan will be made available for such classrooms. For students with health needs and physical impairments individual plans may be made for the care of students with these needs. These plans will be kept available for the supervising staff and safety teams.

Categories of Students with Special Needs

Health Conditions - Students that have seizures, diabetes, asthma or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need for maintaining a current supply of medication at the school for emergency purposes.

Physical Abilities - Students with physical impairments may require special assistance during an emergency. This includes but is not limited to students in wheelchairs, students that are temporarily on crutches or that temporarily have walking casts, and students that may otherwise have problems walking or getting up and down stairs. The teachers of these students should ensure that a buddy is pre-assigned to these students and that this information is provided to the principal (or other individual designated as Incident Commander) and school health assistant.

Communication Challenges - Students with sensory challenges have special needs in an emergency. This includes students with vision impairment, hearing impairment, processing disorders, limited English language abilities, behavior or development disorders, or emotional or mental health issues. The Director of Pupil Services in coordination with the Director of Educational Services is responsible for developing an emergency communication plan.

Safety Plan Appendices

Emergency Contact Numbers

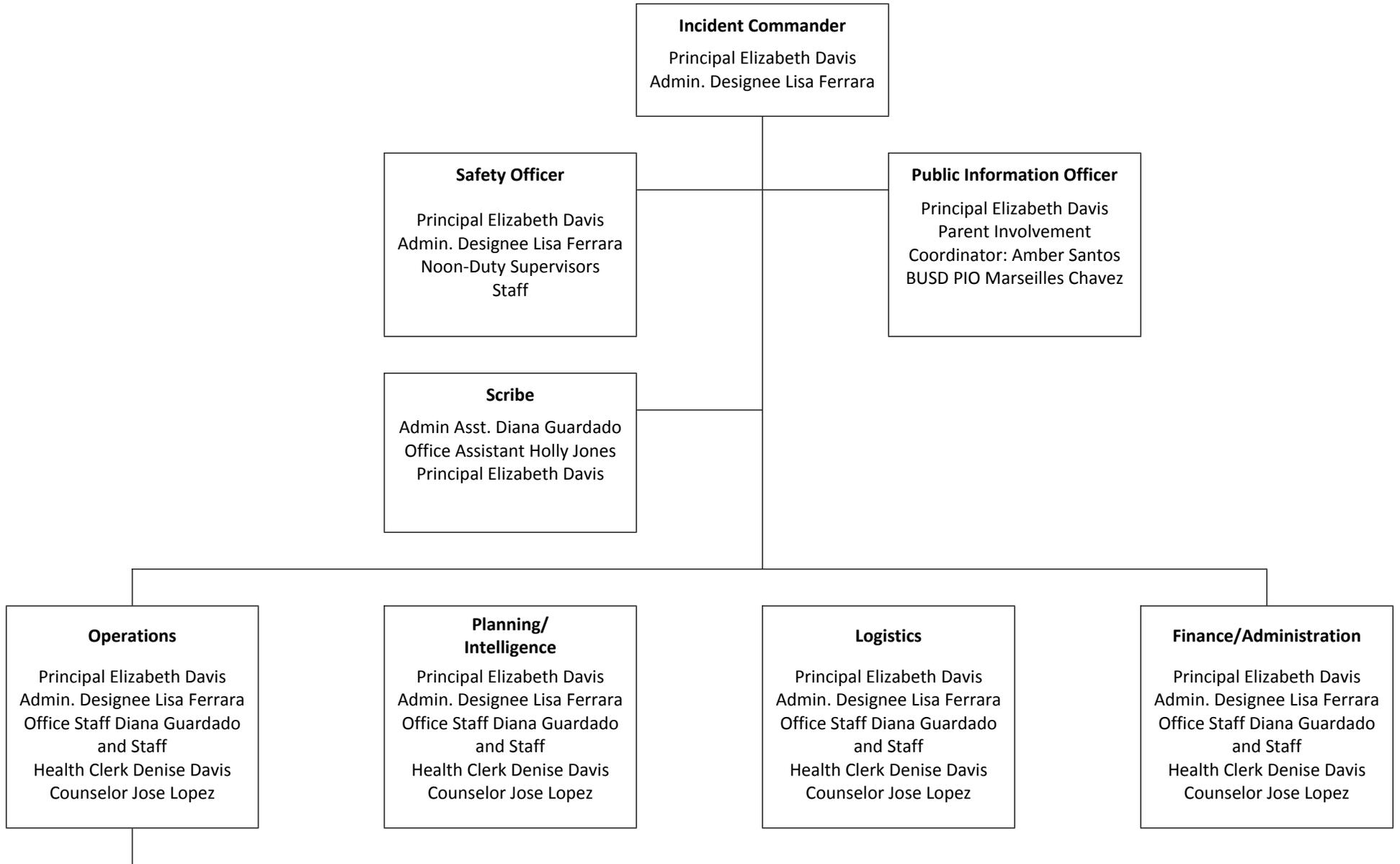
Utilities, Responders and Communication Resources

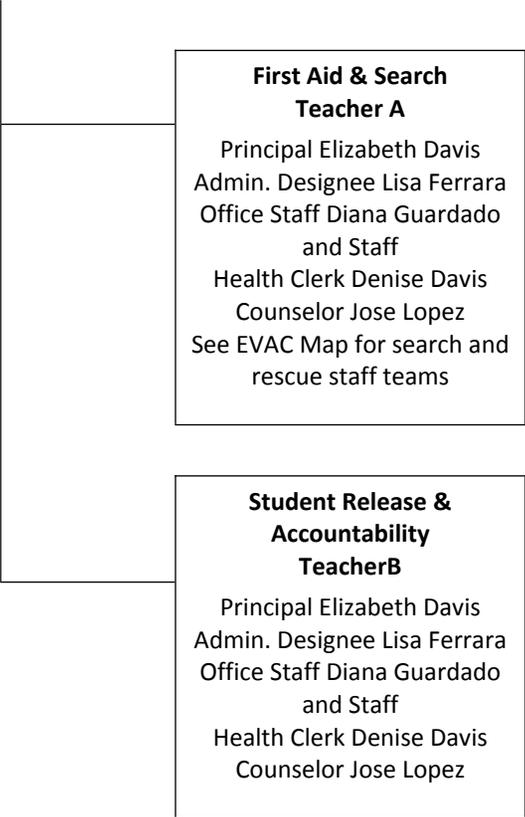
Type	Vendor	Number	Comments
Emergency Services	911	9-1-1	
Law Enforcement/Fire/Paramedic	Barstow Police Department Dispatch	760-256-2211	
Law Enforcement/Fire/Paramedic	San Bernardino County Sheriff Department	760-256-4838	760-256-1796
School District	Superintendent's Office	760-255-6006	
Other	BFAA School Principal	760-255-4900	
American National Red Cross		760-245-6511	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Emergency Drill Schedule review and updated	8/5/2024	Schedule (attached at end of safety plan)
Yearly Principal Safety Letter to Parents updated	8/5/2024	Letter
Emergency Evacuation Plan for Fire reviewed and updated	8/5/2024	Staff Safety Plan document (In safety plan & located at school site)
Earthquake Procedures & Evacuation Plan reviewed and updated	8/5/2024, 1/9/2025	Staff Safety Plan document (In safety plan & located at school site)
Site Emergency Preparedness Plan Teams & Responsibilities reviewed and updated	1/9/2025	Staff Safety Plan document
Bullying Prevention & Intervention Policy updated, included in plan and attached Injury & Illness Prevention Policy (IIPP) updated included in plan and attached	1/9/2025	BUSD Bullying Prevention & Intervention Policy Injury & Illness Prevention Policy
Evacuation Map updated and located at school site only	8/5/24, 1/9/2025	Map (located at school site only)
Safety plan reviewed and updated by Administration and Safety Team	1/9/2025	Safety Team meeting notes
Safety plan reviewed by PBIS Team, Lead Teams, and Staff	1/9/2025	Email to staff with completed CSSP attached
Safety plan approved by SSC & signed by Principal and SSC President/Vice President	1/16/2025	Signatures on cover page

Barstow Fine Arts Academy Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response 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:

1. Level One Emergency: A localized emergency that school site personnel can manage by following their own emergency plan.
Example: Power outage, campus disorder
2. 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.
3. 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

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 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

During Emergency

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

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

Follow these directions:

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

Principal or Designee will:

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

Teachers will:

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

After Emergency:

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

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

CHEMICAL SPILL/TOXIC EMISSIONS

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

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

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

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/HazMat)
 - b. Contact District Office
 - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

Teachers will:

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

After Emergency:

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

Bomb Threat/ Threat Of violence

If a threat is received by telephone:

1. Pay close attention to:
 - Exact wording
 - Speech characteristics
 - Background noises
2. Ask these questions:
 - a. Where is the bomb?
 - b. What kind of bomb?
 - c. When will it go off?

- d. How big is it?
- e. 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; and/or 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, "All Clear"
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

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 Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

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

After Emergency:

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

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

Earthquake

All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year. Staff and students participate in emergency drills. Students are trained on procedures for fire, earthquake, shelter-in-place, lockdown, and lockdown with evacuation. Each year, BFAA participates in the California Great Shake Out. California Great Shake Out information is attached. A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a districtwide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan 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 and 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. 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.
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.
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. When fire alarm goes off, students and staff will evacuate to the farthest area of the playground to their designated location. See map. Evacuation team will perform assigned duties. 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 and 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

If the power goes out at school, keep students calm and still. Wait for announcements and instructions on whether power will be restored shortly or whether the school will be evacuated. This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. For more detailed information, review the District's All Hazard Mitigation Plan.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion.

Procedure - In the event of loss of water:

1. Principal will contact Superintendent. Superintendent will send designee to school site to assess school needs and feasibility of keeping school open.
2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded).
3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff.
4. Food Service: Principal or Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff.
5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation

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

Crisis management specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described herein usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
 2. Significant interference with the ability of students and staff to focus on learning.
 3. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media.
 4. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.
- Contact the Director of Pupil Services at the District Office 760-255-8028 for specific procedures relating to crisis management.

Procedure

1. The Principal and/or School Counselor will activate the School Crisis Team First Aid Team/District Nurse and/or Psychologists, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Pupil Service to request additional mental health support
3. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.
4. The Psychological First Aid Team should isolate students demonstrating externalized behavior.
5. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The Principal will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Principal will notify the District Office, Director of Food and Nutrition Services and the District's Nurse Coordinator. Administrator will determine if they need to call "911."
3. The Principal will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The Lead/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Principal will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Principal will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The Principal and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The Principal will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

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.:

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

Lockdown:

- a. Move students into classroom or building
- b. Lock all doors
- c. Spread out within the room (do not huddle)
- d. Look for alternate escape routes (another door/window)
- e. Barricade the doors
- f. Do NOT open the door for anyone
- g. Dial 911 when safe

Inform:

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

Counter: (Be Prepared)

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

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

After Emergency:

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

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.

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!

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Emergency Evacuation Map