

Comprehensive School Safety Plan

**2021-2022
School Year**

School: Montara Elementary School
CDS Code: 36-67611-6035380
District: Barstow Unified School District
Address: 700 Montara Road
Barstow, CA 92311

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Robert Dominguez	Principal		
Jennifer Wright	Lead Teacher		
Crystal Heldreth	President, School Site Council		
Robin Nowatny	ELAC President		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	10
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	11
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	13
(E) Sexual Harassment Policies (EC 212.6 [b]).....	15
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	16
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	18
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	18
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	22
(J) Hate Crime Reporting Procedures and Policies.....	24
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	24
Safety Plan Review, Evaluation and Amendment Procedures	27
Safety Plan Appendices.....	28
Emergency Contact Numbers	29
Safety Plan Review, Evaluation and Amendment Procedures	30
Montara Elementary School Incident Command System	31
Incident Command Team Responsibilities.....	33
Emergency Response Guidelines	34
Step One: Identify the Type of Emergency	34
Step Two: Identify the Level of Emergency.....	34
Step Three: Determine the Immediate Response Action	34
Step Four: Communicate the Appropriate Response Action	35
Types of Emergencies & Specific Procedures.....	36
Aircraft Crash	36
Animal Disturbance.....	36

Armed Assault on Campus	36
Biological or Chemical Release.....	37
Bomb Threat/ Threat Of violence	39
Bus Disaster.....	40
Disorderly Conduct	41
Earthquake.....	41
Explosion or Risk Of Explosion	44
Fire in Surrounding Area	44
Fire on School Grounds	45
Flooding	46
Loss or Failure Of Utilities	46
Motor Vehicle Crash	46
Psychological Trauma.....	47
Suspected Contamination of Food or Water	47
Tactical Responses to Criminal Incidents	47
Unlawful Demonstration or Walkout.....	47
Emergency Evacuation Map.....	49

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 Montara Elementary 700 Montara Road. Barstow, CA 92311.

Safety Plan Vision

Montara Elementary will actively work with all stakeholders to ensure a safe learning environment for all students, staff members, and our community.

Safe and Orderly Environment Conducive to Student Learning

A. Safe and Orderly School Environment

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

B. Safe Ingress/Egress Procedures

Supervision of Students

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

C. Visitors

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

Components of the Comprehensive School Safety Plan (EC 32281)

Montara Elementary School Safety Committee

Montara Elementary School Safety Committee

Safety Planning Committee Members:

Robert Dominguez, Principal
Elizabeth Davis, Asst. Principal
Tiffani Millacci, Teacher
Debbie Tamayo, CSA

School Site Council:

Robert Dominguez - Principal
Robin Nowotny - Teacher
Jennifer Wright - Teacher
Crystal Heldreth - Teacher
Melinda Vargas - Librarian
Jessica Cruz - Parent
Ana Espinoza - Parent
Jessica Kahler - Parent
Terri Morfitt - Parent
Tina Olivarez - Parent

Staff:

Robert Dominguez, Principal
Elizabeth Davis, Asst. Principal
Kimberly Fink
Janene Reed
Melinda Vargas

Parents:

Jessica Cruz
Ana Espinoza
Jessica Kahler
Terri Morfitt
Tina Olivarez

Assessment of School Safety

Annual Safety Goals

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

Assessment of Attendance, Behavior, and Crime

Positive Environmental Assessment: At Montara, two areas continually appear as a high concern in our PBIS and Infinite Campus (IC) data over recent years. Physical aggression at all grade levels is most prevalent but shows a continuing decrease from school years 2017-2018 and 2019-2020. Defiance has been the other high rate of incidents. In-school suspensions are projected to remain about the same, and out-of-school suspensions have increased. Montara Elementary is in its fourth year of implementation of PBIS (Positive Behavior Intervention and Support). PBIS, restorative practices, and other means of correction form the backbone of our discipline system, including Leader In Me PBIS Procedures of Behavioral Expectations and Social Skills. As well as, our Student Success Team/ Behavioral Implementation Plans and Behavioral Support Plans to address behaviors that impede learning. Over the past four years, the suspensions at Montara Elementary School have been increasing. While we are laying the groundwork to reduce suspensions, currently, Montara Elementary suspension is at 9.4% and increased 4.2%. During the 2018/2019 school year, Montara Elementary had a 5.2% maintained -0.1% increase; and during the 2016-2017 school year, Montara Elementary had 5.3% suspensions and increased 0.4%. (NOTE): Due to COVID-19 the numbers for 2019-2020 are not applicable.

Attendance / SARB

Montara Elementary School attendance for the 2019-2020 school year is 95.05%, with 48 students who have been currently sent to SARB.

Assessment of Implementation and Emergency and Emergency Plan and Preparedness

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

Student Understanding of Emergency Plan Preparedness

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

Assessment of Implementation of Anti-Bullying Policy and Procedures

Montara has a "NO Bullying" policy that has been in effect for more than five years. Assemblies to identify and stop bullying behaviors have been held for the students, our full-time counselor visits rooms regularly, promoting discussions and information, and there is a regular emphasis through "The Leader In Me (TLIM) program. However, there is still a need to further educate students, staff, and parents about what bullying actually is, where it can be found, and how to deal with bullies and the repercussions of bullying. Staff understanding of District policy and procedures concerning bullying identification and reporting. A staff presentation was conducted on 08/12/2021. The staff demonstrated a clear understanding of the policies pertaining to discipline and PBIS.

Safe and Orderly Environment Conducive to Student Learning

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

Safe Ingress/Egress Procedures

Supervision of Students

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

Visitors

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

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

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

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

PBIS, restorative practices, and other means of correction, monthly fire drills, quarterly earthquake drills, A.L.I.C.E. drills, and shelter in place drills; monthly safety committee team meetings; monthly site safety walks, PBIS lessons, Restorative Circles, SEL Lessons, The Leader In Me/PBIS Procedures and Social Skills.

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

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

To report suspected child abuse or neglect, staff shall download the "Suspected Child Abuse Report" and "Instructions" forms from the office or digital drive and fill it out to have information ready for the phone reporting. 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)

Emergency Response Plan:

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

Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using 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:

When to initiate A.L.I.C.E.:

1. Campus Disorder
2. Firearms/Shooting
3. Hostage/Barricaded Subject
4. Threatening Intruder

When to Shelter in Place

1. Air Pollution
2. Biological/Chemical Threat
3. Chemical Spills
4. Severe Weather
5. Stinging Insects

When to Evacuate, Drop, Cover and Hold

1. Aircraft Accident
2. Bomb Threat
3. Earthquake
4. Flood
5. Fire/Explosion

Public Agency Use of School Buildings for Emergency Shelters

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CALIFORNIA EDUCATION CODE FOR STUDENT DISCIPLINE

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

EDUCATION CODE, SECTION 48900:

A student who has committed the following acts is subject to discipline by suspension or expulsion:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, 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 listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property 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, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or 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, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- (s) A pupil may not be suspended or expelled for any of the acts enumerated 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 that 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.
 - (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) A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has

been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

EDUCATION CODE 48900.2: SEXUAL HARASSMENT:

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 purpose 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 education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Add. Stats. 1992, Ch. 909).

EDUCATION CODE 48900.3: HATE VIOLENCE:

In addition to the reasons specified 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 the 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.

EDUCATION CODE 48900.4: HARASSMENT, THREATS, OR INTIMIDATION:

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 school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment.

A pupil may not be suspended or expelled for any of the acts enumerated 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 that are enumerated in this section and related to school activity 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:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

EDUCATION CODE 48900.5: REQUIRED OTHER MEANS OF CORRECTION/EXCEPTIONS:

"At the very minimum...students who are threatened with removal from school, depriving them of the fundamental right to a publicly financed education, are entitled to notice of the grounds for the removal and an opportunity to be heard." (Goss v. Lopez) Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

EDUCATION CODE 48900.7: SUSPENSION OR EXPULSION FOR TERRORISTIC THREATS:

(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 terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, “terroristic 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. (Add. Stats. 1997, Ch. 405)

EDUCATION CODE 48900.8: SUSPENSION, EXPULSION, PARENT NOTIFICATION AND STATE DEPARTMENT OF EDUCATION REPORT: For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of subdivision (a) of, or paragraphs (1) to (4), inclusive of subdivision (c) of, Section 48915. (Add Stats. 1997, Ch637).

EDUCATION CODE SECTION 48915:

(a) Mandatory Recommendations, Permissive Expulsions: Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self defense.
- (2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 1053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (For second offense, any amount, expulsion recommendation is mandatory. (AR 5131.6)
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e): Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) Mandatory Expulsions (one year from date of expulsion): 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:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had 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 the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

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

Staff Notification of Dangerous Students

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

appropriate. At Montara Elementary School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

B. Staff Training

Personnel receive Student Discipline training as a routine part of their new school year orientation held in August of each school year and also receive a handbook with an outline of the procedures. CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor cigarettes or other vapor devices, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products (nicotine).
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing.
- r. Engaged in an act of bullying. For the purposes of this subdivision the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal actor conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - (2) "Electronic Act" means the transmission of a communication, including, but not limited to a message, text, sound or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communications device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section, unless that act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds
 - (2) While going to or coming from school
 - (3) During the lunch period whether on or off the campus
 - (4) During or while going to or coming from a school sponsored activity.
- t. Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person.

Other Means of Correction (Education Code 48900.5:

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

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

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

48900.7.

a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

Sexual Harassment Prevention and Reporting Procedures. See Sexual Harassment Board Policy attached.

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 an 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)

Barstow Unified School District Elementary Dress Code. See Dress and Grooming Dress Code Board Policy as related to Gang Apparel Clothing

1. Clothing must be neat and clean. Clothing must be seasonally appropriate, of proper fit, and in good repair, as to not cause a safety hazard. The 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 that expose sides of the body, tight stretch or Spandex pants (unless covered by outerwear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at school or during school-sponsored events/activities. Tank top straps must be at least one inch wide. Outer clothing will properly cover all underwear. No garment may be worn that is cut-off, ragged, or torn. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.

Footwear

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

Headwear

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

Accessories

7. Any apparel, jewelry, accessory, notebook, hair net, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes membership in or relationship to a group/gang (as identified by Barstow Police Department) which advocates or promotes drug use, disruptive behavior, violence or maybe a potential safety hazard is not permitted. Accessories include but are not limited to jewelry, personal items such as backpacks, 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 in the elementary grades.
12. Gloves may be worn during inclement weather only.

Hairstyles

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

Additional Information

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

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

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. Sunscreen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and whenever these standards are revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

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

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry, and/or gang activity, the principal, staff, and parents/guardians at a school may establish a reasonable dress code for students to wear uniforms. Such a dress code may be included as part of the Single School Plan for Student Achievement and/or school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to fulfill the goals of the school and/or to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall adopt procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Students to be Neat and Clean

(California Code of Regulations, Title 5, Section 302) A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare himself/herself for the schoolroom before entering. In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy, and administrative regulations. These school dress codes shall be annually reviewed.

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. Sunscreen lotion can be used by students during the school day without a physicians' note or a prescription. (Education Code 35183.5) In addition, the following guidelines shall apply to all regular school activities:

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

7. Finger rings, body rings, tongue studs, bracelets, earrings, chains, studded chokers, or belt buckles that may be considered disruptive, a safety hazard, or used as a weapon are not permitted.
8. Clothing shall be sufficient to conceal undergarments at all times. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh, and see-through or mesh materials which expose bare skin are prohibited.
9. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Extreme haircuts or unnatural hair color which causes a disruption to the educational process are not permitted.
10. Makeup and perfume, which may cause a safety hazard due to allergic reactions are prohibited at school and should be applied at home only. The makeup of any kind is not permitted at the elementary schools without the permission of the principal or designee.
11. Tattoos will be covered if they are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, or religious prejudice.
12. Meeting the requirements of Administrative Regulation 5132 (student dress) does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.

Gang Related Apparel

The principal, the staff, students at the secondary, and parents/guardians at a school, along with local law enforcement, may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code will be included in the school safety plan and must be presented to the Board for approval. The need for a dress code prohibiting gang-related apparel will be reviewed at least once each semester and updated whenever related information is received. Notification of the dress code will be made available to all parents/guardians prior to the opening of the new school year. Copies of this information will be distributed to all staff members and will be an agenda item at site-level meetings.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control (Education Code 49066). The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Uniforms

In schools where a school-wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183) At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183) Parents/guardians shall be informed of their right to have their child exempted. The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased. The Superintendent or designee may establish criteria for determining eligibility for financial assistance when purchasing uniforms. The Superintendent or designee may establish a method for recycling or exchanging uniforms as students grow out of them. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

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

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

A. School must include plans for Identifying the population of people with disabilities determining proper signage and equipment training staff to assist individuals with disabilities Coordinating with emergency response personnel.

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

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

Component:

Goal: Improve overall effectiveness of The Leader in Me program

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

- a. Lighthouse Team meets regularly to go over data.
- b. Weekly Student-run Assemblies, Student-lead Leadership Day.
- c. Principal and team go over data with staff and Junior Lighthouse Team, and train on updates, policies, and procedures.

Element:

1. Areas of Pride (What you do well)

- a. Montara has an active PBIS committee, including a site coach and staff members who meet monthly to discuss data on student discipline.
- b. Montara has developed incentives of recognition through monthly celebrations for students not receiving referrals each month
- c. Montara has connected the work done in PBIS with Student Success Team to address behavior and its impact on student academic achievement.
- d. Montara has implemented the MTSS Tiers I prevention school-wide and the Tier II interventions for behavioral support.
- e. Montara has implemented restorative practices and other means of corrections to hold students accountable and to help students understand how to make better choices so they learn from their mistakes.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease identified problem behaviors. A. Related Strategies and Activities: 1. Team will continue to meet regularly to determine focus behaviors. 2. Team will continue to update staff on data at staff meetings. 3. Safety Team will join teachers and staff, meeting regularly once per week.	1. Implement PBIS Awards 2. Data team will meet twice a month to review discipline/safety data.	1. Programs/materials will be used to work with students. 2. Literature and websites will continue to be identified by Lighthouse Team, and used in the classrooms.	1. Administrative Assistant will input all major and minor referrals. 2. Safety Team/Staff will attend offered training.	1. Data from SWIS. 2. Safety Team/Staff recommendations

Component:

Goal: To have a full-scale emergency drill with staff and students (based on ALICE training), to practice staff response to an emergency, and to report to crisis stations with their equipment and performing tasks.

1. Areas of Pride (What you do well)

- A. Montara staff has training and skills outside of job descriptions; Former military, former respiratory therapist, EMT, etc.
- B. Effective, smooth monthly evacuation drills.
- C. Strong grade level communication.

Element:

1. Areas of pride
 - a. Montara conducts regularly scheduled drills so that students and staff may practice routines for a variety of emergencies.
 - b. All visitors are accounted for using the RAPTOR system and visitor sign-in log.

Opportunity for Improvement:

1. Montara is in need of a more in-depth emergency response plan with A.L.I.C.E. training
 - a. Additional practice in full-scale drills where all participants respond to stations with proper equipment
 - b. A.L.I.C.E. evacuation site (s) will be determined, and then schedule student walking field trips for practice.
 - c. Verify required materials for all positions, including emergency foodstuffs, water, toilets, First Aid Kits, etc.
2. Resources required
 - a. Schedule Master Calendar times to practice drills with staff and school population.
 - b. Update parent contacts.
 - c. Replenish inventory of supplies: water, equipment, etc.
3. Personnel Assignments
 - a. Update emergency response duty list
 - b. Continue practice with A.L.I.C.E. scenarios
4. Timeframe for completion
 - a. Completed by May 2021
5. Staff assigned to emergency positions and made aware of duties that correspond to those positions
6. Budget
 - a. Supplies and First Aid Kits for all classrooms
 - b. Update food, water, etc.
 - c. Timecards for A.L.I.C.E. training and preparation.
7. Evaluation and criteria (How will you know success)
 - a. Successful full staff/student body evacuation drill.
 - b. City and/or Fire Department approval

Objectives	Action Steps	Resources	Lead Person	Evaluation
A. Related Strategies and Activities: 1. Additional practice in full-scale drills where all participants respond to stations with proper equipment. 2. ALICE evacuation site(s) will be determined, and then schedule student walking field trips for practice. 3. Verify required materials for all positions, including emergency foodstuffs, water, toilets, First Aid Kits, etc.	1. Schedule Master Calendar times to practice drills with staff and the school population. 2. Update parent contacts. 3. Replenish inventory of supplies: water, equipment, etc. 4. Continue practice with ALICE scenarios. 5. Train staff on equipment to be used and where supplies are kept.	1. Master Calendar 2. Infinite Campus 3. Respondent kits, i.e. helmets, vests, flashlights, radios, first aid kits, etc.	AP/Principal will update School Emergency Organizational Chart and emergency response duty list to ensure that they are aware of duties that correspond to those positions.	1. Successful full staff/student body evacuation drill. 2. City and/or Fire Department approval. 3. Checklist to confirm all assignments have been given and duties explained.

Component:

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

1. Areas of Pride (What you do well)

A. The Leader in Me program promotes positive behavior and helps to assist in identifying bullying behaviors.

B. School-wide incentive programs (Radical Roadrunners, Positive Referrals, Lunch Bunch) promotes positive behaviors.

C. Goal of "Zero Tolerance" for incidences of bullying, and reducing the number of Identified cases.

Element:

1. Areas of Pride (What you do well)

a. The Leader In Me program promotes positive behavior and helps to assist in identifying bullying behaviors

b. School-wide incentive programs (Radical Roadrunners, Positive referrals, Lunch Brunch) promote positive behaviors.

c. Goal of "Zero Tolerance" for incidences of bullying, and reducing the number of identified cases.

Opportunity for Improvement:

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Heightened awareness for students of what bullying looks like and how to be proactive in changing the bullying behavior.	1. Continue anti-bullying training for students, as part of the Student Lighthouse Action Team 2. Calendar assemblies during the year to promote student understanding and provide strategies, led by the Student Lighthouse Action Team.	1. Counselor's anti-bullying presentations. 2. Peek-a-Pak curriculum	1. Student Safety Team (under the supervision of teacher-coaches) will monitor the frequency and degree of bullying behaviors. 2. AP/Principal will support and assist with student-led assemblies.	1. SWIS data to be reviewed each trimester. 2. Student surveys on-line.
Heightened awareness for parents of what bullying looks like and how to be proactive in changing the bullying behavior.	1. Informational assembly at the beginning of the year to provide goals and strategies to parents and the community.	1. Legal and educational documentation on bullying. 2. Presenter training.	1. Principal is to lead parent/community discussions.	1. District School Climate Surveys (on line) from parents and community.

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

Montara Elementary School Student Conduct Code

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

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

B. Notification to Students and Parents Education Code 35291:

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

C. Site Discipline: Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

At Montara School, we are ROCK’n our school-wide expectations of:

- Be Responsible
- Be Observant
- Be Cooperative
- Be Kind

To be successful, our behavior program needs to be a partnership between home and school. Below are listed our expectations for several areas throughout the school.

Cafeteria Procedures

- Remain seated and act responsibly
- Clean up

Observant / Using good manners

Follow directions

Stay in line quietly

Being cooperative and waiting your turn

Listen for directions

Kind Inside voice

Respect others’ space

Classroom Procedures

Responsible Take care of materials

Complete assignments on time

Observant / Sit safely

Say “Please” and “Thank you”

Using correct grammar

Being Cooperative - Raising your hand and waiting

Stay on task

Use time wisely

Limit distractions

Using kind words and actions

Use inside voice

Listen to speaker

Restroom Procedures

Acting Responsibly
Wash your hands
Clean up after yourself

Observant / Keep clean
Report problems
Cooperative Wait your turn
Kind Quiet Zone!
Respect privacy

Hallway Procedures
Acting responsibly by walking
Be quick
Observant / Stay inline
Hands and feet to self
Walk safely
Cooperative / Stay to the right

Kind Quiet Zone!
Help others
Be friendly

Lining Up
Responsible / Stay in your place
One behind the other
Walking
Observant / Facing front
Hands and feet to self
Cooperative / 4-S Line

- Silent
- Straight
- Still
- Smiling

Kind Hands at your sides
Quiet

Playground Procedures
Responsible Return equipment
Stay on playground
Use equipment appropriately
Line up when the bell rings
Observant / Hands and feet to self
Follow directions
Play safely
Walk to line
Cooperative Share
Kind Use polite words and actions

Staff Training

a. All personnel need to review the Montara Behavioral Plan annually at the beginning of the new school year.

Conduct Code Procedures

Minor Offenses/Infractions

Minor/Offenses/infractions are addressed by administrators. 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 a teacher for documentation, and administrator handles Severe Major Offenses/Infractions that are listed in Ed. Code 48900 and 48915 (see below for a 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 the 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 will receive training on the topic of recognizing and preventing bullying on and off of 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 anti-bullying 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. Board Policy can be viewed on the district 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, they 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 have 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 the complainant

RESEARCH

Step 2. The 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.

Safety Plan Review, Evaluation and Amendment Procedures

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

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school-related functions will be completed. The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment
2. The annual review and evaluation of the School's Comprehensive Safety Plan are certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187: Child Abuse reporting procedures Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning Dress Code Routine and emergency disaster procedures including natural disasters, human-created disasters or power outages.

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

Safety Plan Appendices

Emergency Contact Numbers

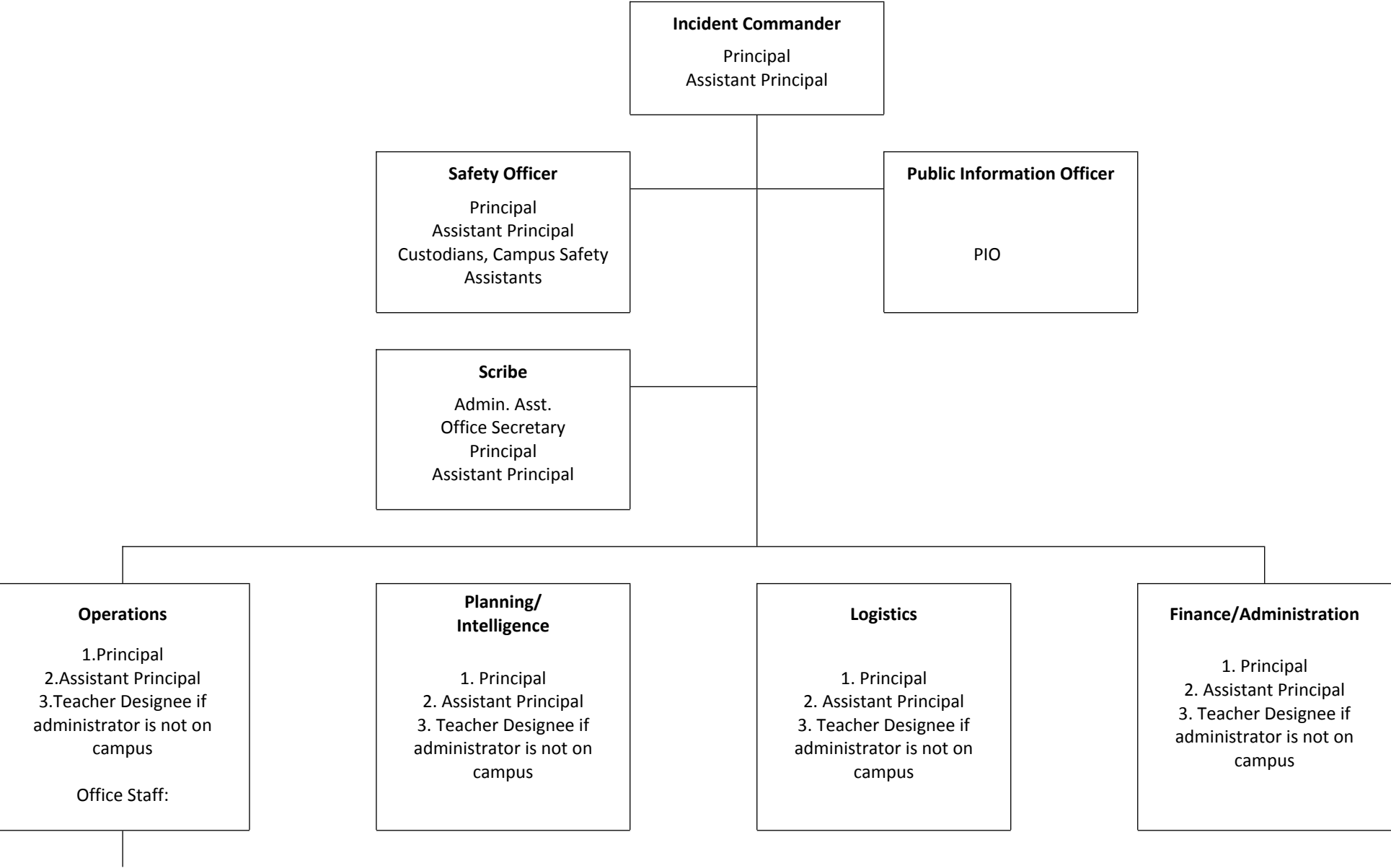
Utilities, Responders and Communication Resources

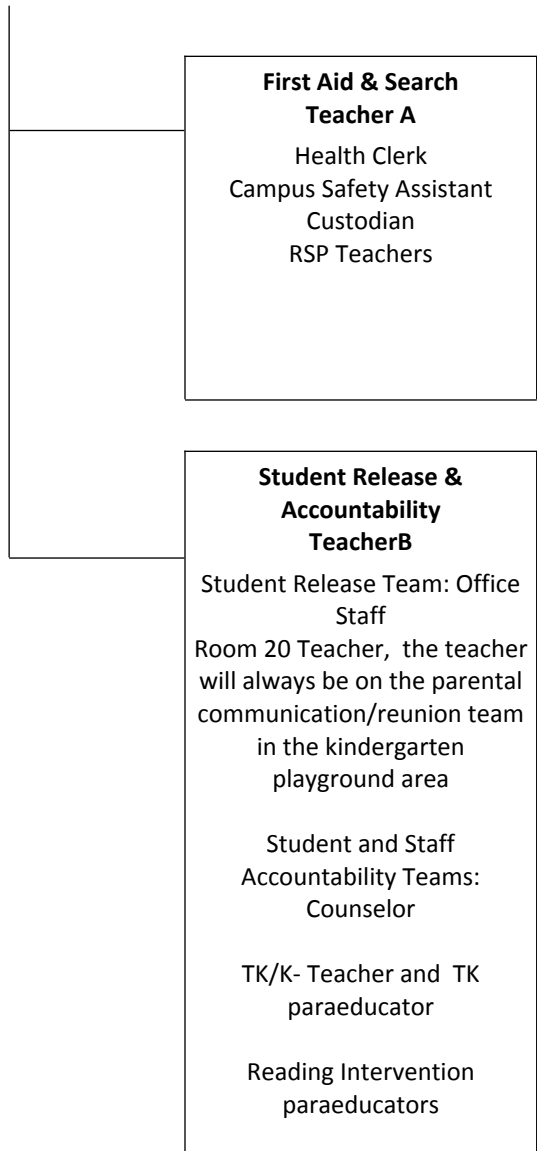
Type	Vendor	Number	Comments
Emergency Services		911	
Law Enforcement/Fire/Paramedic	Barstow Police Department Dispatch	760-256-2211	
Law Enforcement/Fire/Paramedic	San Bernardino County Sheriff Department	760-256-4838	760-256-1796
School District	Superintendent's Office	760-255-6006	
Other	Montara School Principal	760-252-5150	
American National Red Cross		760-245-6511	800-733-2767

Safety Plan Review, Evaluation and Amendment Procedures

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

Montara Elementary School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

Step One: Always Identify the Type of Emergency / How to and When to Initiate A.L.I.C.E.

1. Campus Disorder
2. Firearm/Shooting
3. Hostage/Barricaded Subject
4. Threatening Intruder

How to and When to Shelter In Place:

1. Air Pollution
2. Biological/Chemical Threat
3. Chemical Spills
4. Severe Weather
5. Stinging Insects

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

1. Aircraft Accident
2. Bomb Threat
3. Earthquake
4. Flood
5. Fire/Explosion

Step Two: Identify the Level of Emergency

There are three levels of emergencies:

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

Example: Power outage, campus disorder ·

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

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

Step Three: Determine the Immediate Response Action

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

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

STUDENT RELEASE/EMERGENCY FILE

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

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

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

Step Four: Communicate the Appropriate Response Action

COMMUNICATION: During an emergency, each site will report the condition of the school 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 you are able, call 9-1-1.
2. Notify the main office.
3. Move students to the nearest safe area.

When an accident occurs, the Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of the 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 the 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 the accident, move students to the nearest safe location.
3. If inside and classroom is unsafe evacuate students using the safest route to the assembly area
4. Be ready to report any missing, extra, or injured students.
5. When able, check with your neighboring class.
6. When able to initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, the principal or designee will announce "All Clear".
2. Students may return to the regular schedule.
3. If student release is necessary, follow the 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 the After Action Report that will be provided by the principal or designee.

Animal Disturbance

SHELTER IN PLACE PROCEDURES

The Shelter In Place system is generally activated when staff and students' safety (outdoors) is potentially compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outages, 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 the District Office
4. Address current situation (such as turning off HVAC (air handling) systems, checking for safe evacuation routes, etc.)
5. Consider evacuating students to the nearest safe location. 6. Control all site activities until further help arrives.

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

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

Armed Assault on Campus

FIREARM / SHOOTING

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

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

Principal or Designee will:

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

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

After Emergency:

1. At the direction of the District Office, the principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to the regular schedule.
3. If student release is necessary, follow the 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 the After Action Report that will be provided by the principal or designee.

Biological or Chemical Release

BIOLOGICAL/CHEMICAL THREAT

During Emergency

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

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

Follow these directions:

1. Notify the main office.
2. Do not open the letter/package.
3. If the 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 the HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close the door

Principal or Designee will:

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

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow the principal's or designee's direction.
2. If evacuating, place a red or green card on your classroom door to signify classroom status and be ready to report any missing, extra or injured students.
3. When able, check neighboring classrooms 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 to initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and the 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, the principal or designee will announce an "All Clear".
5. Students may return to the regular schedule.
6. If student release is necessary, follow the release plan.
7. Be prepared to provide input to the 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 the main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to the 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 the area.

2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off the air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/Hazardous Material)
 - 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 the principal or designee's direction to evacuate.
2. Turn off the 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 to initiate extra duties as assigned.

After Emergency:

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

Bomb Threat/ Threat Of violence

BOMB THREAT

If a threat is received by telephone:

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

If a written threat is received:

1. Notify the main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle the original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by the 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 the search.
 - c) Instruct students to leave belongings in the 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 the signal for evacuation, the teacher will evacuate students to the assembly area

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

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

Note: Unusual or suspicious objects may be:

An antenna sticking out of a backpack;

A particular student that normally carries a nice quality backpack is carrying a different appearing one, either color or quality;

A backpack that is ticking;

A troubled student has left a backpack in the room and hasn't been seen for a while.

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

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

9. When able, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow the 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. 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 you are able, call 9-1-1.
2. Notify the main office.
3. Move students to the nearest safe area.

When the accident occurs, the Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of the 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 the 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, the principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to the regular schedule.
3. If student release is necessary, follow the 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 the After Action Report that will be provided by the 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 campus security
2. Notify Barstow Police Department (#) and/or San Bernardino Sheriff's Office
3. Move students away from danger to a 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 the 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 arrives.

Earthquake

Earthquake Overview

Major Earthquake Threat Summary

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

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

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

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

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents: Stand-by and alert procedures issued in advance of an anticipated or planned event. Response Level 3 - Local Emergency A minor to a moderate incident in which local resources are adequate and available; This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

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

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

Emergency Phases

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

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

Prevention/Mitigation Phase

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

Preparedness Phase

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

Response Phase

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

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

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

Recovery Phase

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

EARTHQUAKE

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

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

The Site Principal or Designee will:

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

Teachers (in the classroom) will:

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

Teachers and Staff (outside the building):

1. At the 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 the 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 the 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 you are able, call 9-1-1 and Campus Security.
3. Notify the main office.
4. If you are able, evacuate students to the 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 the Incident Command team that can assist in small fires, immediate medical issues, and safe evacuation routes.
2. If evacuation is necessary, check for the safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the fire alarm is used, verify the situation with the fire department.
5. (Explosion) Check the immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for the safest evacuation route to the assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock the door, and Close the door behind you.
4. When able, check on the safety of the neighboring teacher.
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 the release plan.
4. Be prepared to provide input to the After Action Report that will be provided by the Principal or Designee.

Fire in Surrounding Area

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If you are able, call 9-1-1 and Campus Security.
3. Notify the main office.
4. If able, evacuate students to the 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 the Incident Command team that can assist in small fires, immediate medical issues, and safe evacuation routes.
2. If evacuation is necessary, check for the safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the fire alarm is used, verify the situation with the fire department.
5. (Explosion) Check the immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for the safest evacuation route to the assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock the door, and Close the door behind you.
4. When able, check the safety of the neighboring class.
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 the release plan.
4. Be prepared to provide input to the After Action Report that will be provided by the Principal or Designee.

Fire on School Grounds

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If you are able, call 9-1-1 and Campus Security.
3. Notify the main office.
4. If you are able, evacuate students to the 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 the Incident Command team that can assist in small fires, immediate medical issues, and safe evacuation routes.
2. If evacuation is necessary, check for the safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the fire alarm is used, verify the situation with the fire department.
5. (Explosion) Check the immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for the safest evacuation route to the assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock the door.
4. When able, check the safety of the neighboring class.
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 the release plan.
4. Be prepared to provide input to the After Action Report that will be provided by the Principal or Designee.

Flooding

FLOOD

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

1. Contact District Office for instructions.
2. Assemble portions of the Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
3. Determine the 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 the news on a battery-operated radio.

Teachers will:

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

Loss or Failure Of Utilities

In the event of loss of utilities notify the school office, and follow evacuation procedures if necessary.

Motor Vehicle Crash

If you are a witness to the accident:

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

When an accident occurs, the Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of the 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 the 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, the principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students will return to their regular schedule.
3. If student release is necessary, follow the established release plan.

4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input in the form of an After Action Report that will be provided by the principal or designee.

Psychological Trauma

Psychological Trauma: Immediately report it to the school site administrator.

Suspected Contamination of Food or Water

Immediately report it to school office personnel and the school site administration. Do not under any circumstance eat or drink the potentially contaminated food/water until it is determined to be safe.

Tactical Responses to Criminal Incidents

Follow the established BUSD Active Shooter Drill Procedures.

Unlawful Demonstration or Walkout

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

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

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 the necessity of Shelter in Place or activating A.L.I.C.E.
3. If a Shelter in Place is determined, notify teachers to shelter in place.
4. Be prepared to evacuate students and staff to a safer location when given direction.
5. Stay in control of all school activities until emergency personnel arrives.

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

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

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

After Emergency:

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

Emergency Evacuation Map