

# Comprehensive School Safety Plan

**2021-2022  
School Year**

**School:** Henderson Elementary School (HES)

**CDS Code:** 36676116035349

**District:** Barstow Unified School District

**Address:** 551 South Ave H  
Barstow, CA 92311

**Date of Adoption:** 2/22/2022

**Date of Update:** 2/11/2022



**Date of Review:**

- with Staff 12/2/2022, 2/4/2022

- with Law Enforcement

- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Christine Ramirez	Principal		
Raylene Valles	SSC 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 .....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	20
(E) Sexual Harassment Policies (EC 212.6 [b]).....	21
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	21
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) .....	22
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) .....	23
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) .....	27
(J) Hate Crime Reporting Procedures and Policies.....	28
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	29
Safety Plan Review, Evaluation and Amendment Procedures .....	32
Safety Plan Appendices.....	33
Emergency Contact Numbers .....	34
Safety Plan Review, Evaluation and Amendment Procedures .....	35
Henderson Elementary School (HES) Incident Command System .....	36
Incident Command Team Responsibilities.....	38
Emergency Response Guidelines .....	41
Step One: Identify the Type of Emergency .....	41
Step Two: Identify the Level of Emergency.....	41
Step Three: Determine the Immediate Response Action .....	41
Step Four: Communicate the Appropriate Response Action .....	42
Types of Emergencies & Specific Procedures.....	43
Aircraft Crash .....	43
Animal Disturbance.....	43

Armed Assault on Campus .....	44
Biological or Chemical Release.....	46
Bomb Threat/ Threat Of violence .....	47
Bus Disaster.....	48
Disorderly Conduct .....	49
Earthquake.....	49
Explosion or Risk Of Explosion .....	51
Fire in Surrounding Area .....	51
Fire on School Grounds .....	52
Flooding .....	53
Loss or Failure Of Utilities .....	53
Motor Vehicle Crash .....	54
Psychological Trauma.....	54
Suspected Contamination of Food or Water .....	55
Tactical Responses to Criminal Incidents .....	55
Unlawful Demonstration or Walkout.....	56
Emergency Evacuation Map.....	58

## 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 Henderson School Elementary, 400 South Ave E, Barstow, CA 92311.

## Safety Plan Vision

A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear. Henderson Elementary School is dedicated to providing a safe environment for children so they can focus on learning and growing.

Henderson Mission Statement

Henderson School is a community of RESPECTFUL, RESPONSIBLE, and SAFE citizens. Together we create a powerful and positive learning environment for everyone!

Henderson Vision

Student academic success – whatever supports it takes!

Husky Pride Pledge

Today and every day, I will honor my pride and try my best.

I will be responsible for my choices.  
I will be respectful towards all people and property.  
I will be safe in my actions.  
This is my Henderson Pride Pledge.

**Motto**

I can succeed, I will succeed, for I am the heart of a husky! Woof! For I' am the heart of the husky!

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Henderson Elementary School (HES) Safety Committee**

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. Local law enforcement has been consulted and other local agencies, such as health care and emergency services, may be consulted if desired. Other member of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

- Representative from the local law enforcement agency
- School resource officers
- Guidance counselor
- Special education department chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Safety Planning Committee Members:

Leadership/Safety Committee

- Sherry Alexander- K
- Lisa Shipley - 1st
- Claire Murphy- 2nd
- Amanda Bourgeois - 3rd
- Whitney Johnson - 4th
- Christina Chavez-5th
- Janice Plazola - 6th
- Nicole Kelley - Special Education
- Diana Romero - Classified Health Assistant
- Christine Ramirez - Principal
- Kimberly Miller - Assistant Principal

School Site Council

- Raylene Valles - Parent
- Tanya Vaughn - Parent
- Lilian Wilkins - Parent
- Whitney Johnson- Teacher
- Amanda Bourgeois - EL Coordinator
- Brenda Ashbrook - Classified
- Kimberly Miller- Assistant Principal
- Christine Ramirez - Principal

### **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 programs that will be used to meet the goals. The objective is to provide meaningful goals in order to improve the campus climate. The School Safety Committee and School Site Council, in order to keep the goals for the Safe School Plan, will review data and discuss progress at least three times during the Plan year.

#### Assessment of Behavior and Crime:

Positive Environment Assessment: Henderson Staff and SSC reviewed the attached data on the following dates; February 2, 2021. At Henderson, two areas have appeared as a high concern in our PBIS and IC data this last year. Physical Aggression – major - at all grade levels has been noted, with 194 incidents (or approximately % of all referrals) so far this year out of 576 total major referrals. Incidences of Defiance – minor - (which was the number one problem last year) have dropped. The next 4 areas of behavior are 3 Minor areas (Contact, Disruption, and Inappropriate Language), indicating that behaviors are being handled at the lowest discipline levels, and one additional Major area (Defiance). 2019-2020 suspensions include 290 days over 152 events with 69 students. Positive Environment Assessment: Henderson Elementary School staff and SSC reviewed the attached data on the following date, February 2, 2021. Henderson Elementary School is continuing its implementation of PBIS (Positive Behavior Intervention and Support). The PBIS Team is engaged in a series of PBIS refresher trainings that include our recent training in CR- PBIS. As our district works to bring in trainings related to Cultural Responsiveness, PBIS, restorative practices, and other trainings, the Henderson staff will be active participants. Our total out of school suspensions were 152 as of March 11, 2020. After campus closures on March 16, 2020 behavior referrals have been limited or non-existent due to the campus closures and students now engaged through distance learning.

#### Assessment of PBIS

The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing a PBIS Annual Action Plan”). Attached you will find the 20-21 Self-Assessment Survey Reports. Henderson Elementary School had 20 of our 47 staff, complete the survey for a total percent completed of 43%. Each question in the survey relates to one of the four systems. Survey results are summarized and used for a variety of purposes including:

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

#### Assessment of implementation and Emergency Plan and Preparedness:

Henderson’s Safety Team has made strong progress since last year toward staff and student understanding of their roles and procedures for an emergency event. The staff has practiced one simulation of a full school emergency evacuation positions and roles. Students/Staff have practiced monthly fire and earthquake drills, as well as two simulated “lock-down” drills this year. A full school evacuation event (Based on ALICE training) is scheduled in spring. Emergency supplies and materials for each classroom and student areas are assessed each year and replenished when needed. Staff understanding of Emergency and Preparedness: Henderson Elementary School staff demonstrate knowledge of the emergency plan and preparedness through safety team meetings, facility assessments, and emergency drills. Overall, the staff feel adequately prepared and ready for an emergency.

#### Student understanding of Emergency Plan Preparedness:

Henderson Elementary School students practice the emergency plan with drills and classroom discussions. Overall, the students demonstrate an adequate level of understanding of the emergency plan.

#### Assessment of implementation of Anti-Bullying Policy and Procedures:

Henderson has a “Zero-Tolerance” bullying policy, that has been in effect for more than three years. Assemblies to identify and stop bullying behaviors have been held for the students. However, there is still a need to further inform 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. The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2) Based on the data analysis, the School Safety Planning Committee and/or the School Site Council identifies related goals for the next school year as well as the strategies and/or programs that will be used to meet the goals. The objective is to provide meaningful goals in order to improve the campus climate. The School Safety Committee and 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.

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

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

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

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

##### **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.

### 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.

### 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 DRILLS:

In accordance with state law:

1. Drills will be initiated by announcement, uniform bell or air horn signals.
2. Fire drills will be conducted on a monthly basis.
3. "Drop, Cover, and Hold" drills will be held each quarter.
4. A District-wide earthquake drill will be held at least once during each school year.
5. Lockdown drills will be conducted quarterly.
6. The District has designed this plan based on CERT (Community Emergency Response Plan) procedures.
7. All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

##### EVACUATION ROUTES:

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

##### PARENT COMMUNICATION:

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

##### STUDENT RELEASE/EMERGENCY FILE:

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

#### COMMUNICATION:

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

#### Emergency Response Plan

#### 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.

#### LEVELS OF EMERGENCIES:

There are three levels of emergencies:

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

Example: Power outage, campus disorder

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

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

#### PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

Initiated by the Superintendent, principal or designee;

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

Reviewed annually for modifications.

#### HAZARD ASSESSMENT:

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

#### STAFF TRAINING:

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

On an annual basis:

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage.

Certifications will be kept up-to-date. The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

## General Emergency Procedures

### EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- “Drop, Cover, and Hold” drills will be held each quarter.
- A District-wide earthquake drill will be held at least once during each school year.
- Lockdown drills will be conducted quarterly.
- The District has designed this plan based on CERT (Community Emergency Response Plan) procedures.

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

### EVACUATION ROUTES:

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

### PARENT COMMUNICATION:

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

### STUDENT RELEASE/EMERGENCY FILE:

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

### COMMUNICATION:

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

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

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

#### How to and When to Lockdown:

Campus Disorder

Firearm/Shooting

Hostage/Barricaded Subject

Threatening Intruder

#### How to and When to Shelter in Place:

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

How to and When to Drop, Cover Hold if or then Evacuate:

Aircraft Accident  
Bomb Threat  
Earthquake  
Flood  
Fire/Explosion

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

#### MULTI-HAZARD REFERENCE GUIDE:

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

The Barstow Unified School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

#### Definitions: Incidents, Emergencies, Disasters

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

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

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

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

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

State of War Emergency  
State of Emergency

## State of Local Emergency

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

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

## Earthquake Overview

### Major Earthquake Threat Summary

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

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons. A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

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

### Response Level 0 - Readiness & Routine Phase

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

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

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

## Emergency Phases

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

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

#### Prevention/Mitigation Phase

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

#### Preparedness Phase

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

#### Response Phase

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

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

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

#### Recovery Phase

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

#### Emergency Response Procedures

##### LOCKDOWN PROCEDURES:

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

In the event of a Lockdown, the Principal or Designee will carry out all or some of the following:

1. Notify teachers and/or staff of Lockdown.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel on and off site, as needed.
  - b. Contact District Office.
  - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
  - d. Initiate portions or all of the Incident Command Team to assist in the event.
3. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. If emergency is away from campus, principal, or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location.

8. Stay in control of all site activities until emergency personnel arrive.

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

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

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown event by announcing “All Clear”. Teachers will not release students until “All Clear” is heard.
  2. Students may return to regular schedule.
  3. If student release is necessary, follow release plan.
  4. District Office may provide psychological services to assist in the counseling of staff and students.
  5. Be prepared to provide input to After Action Report, which will be provided by principal or designee.
- Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

#### SHELTER IN PLACE PROCEDURES

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

Upon notification the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Principal or Designee which will:
3. Contact emergency personnel as needed.
4. Contact District Office
5. Address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
6. Consider evacuating students to nearest safe location.
7. Control all site activities until further help arrives.

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

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



#### After Emergency:

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

#### EVACUATION PROCEDURES:

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

#### Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call emergency personnel, as needed.
3. If necessary activate portions or all of the Site Incident Command Post which will: call or confirm call to Police, or 911, contact District Office, assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, collect in missing and injured student information from teachers.

#### Upon first indication of disturbance, Teachers will:

1. If outside, "drop, cover, and hold", if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close door after students have cleared out; do not lock door.
5. When evacuating, it may be necessary to leave an injured or missing student behind.
6. When evacuating, if able, check status of "buddy".
7. In all instances of evacuation be ready to report any missing, injured or extra students.
8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

#### DROP, COVER & HOLD AND PROCEDURES:

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

#### If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

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

1. At the first indication of ground movement, DROP to the ground.

2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
  3. Never face the window; always position back to a window; close eyes tightly.
  4. If able HOLD onto any piece of furniture for shelter from falling debris.
  5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
  6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
  7. Do not run through a building or run outside. Falling debris is hazardous!
- In all instances: Evacuation is not automatic! Use good judgement by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put.

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

### **Public Agency Use of School Buildings for Emergency Shelters**

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

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

Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare (Education Code 40041.5). This allows such groups as the Red Cross to use facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Henderson multipurpose room can be used by Red Cross as an emergency shelter.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor cigarettes or other vapor devices, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products (nicotine).
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- p. Unlawfully offered to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing.
- r. Engaged in an act of bullying. For the purposes of this subdivision the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal actor conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

(2) "Electronic Act" means the transmission of a communication, including, but not limited to a message, text, sound or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communications device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

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

Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person.

#### Other Means of Correction (Education Code 48900.5:

Suspension, including supervised suspension (commonly known as In School Suspension), shall be imposed only when other means of correction fail to bring about proper conduct. Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or (e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons. A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

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

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

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

#### Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing

a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b. Brandishing a knife at another person

c. Unlawfully selling a controlled substance as defined by Education Code

d. Committing or attempting to commit a sexual assault as defined in the Education Code

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

##### **Staff Notification of Dangerous Students**

A. Staff Notice of Dangerous Students Reference PPS binder: safety section-notification of dangerous students EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. At Henderson Elementary School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

##### **Henderson Elementary Suspension and Expulsion Teacher Notification Process**

Per Ed Code Sections 48201 and 49079, School districts are required to inform the teacher of each pupil who has engaged in or reasonably suspected to have engaged in any acts that are grounds for suspension or expulsion under EC 48900.2, 48900.3, 48900.4 or 48900.7 except for possession or use of tobacco or nicotine products under EC 48900 (h). School districts are also required to notify teachers of suspended or expelled transfer students when a pupil transfers from one school district to another. Below is the Notification Process for Henderson Elementary:

Anytime during the school year, teachers will have access to the discipline records of the students assigned to them. Please follow these procedures to check out and review discipline records.

- The teacher will fill out a request form and give to the Administrative Secretary
- Within 24 hours, the Administrative Secretary will pull the assigned student’s discipline record and notify the teacher they are available.
- The teacher will sign them out with the Administrative Secretary and may review them in the office.
- After review, the teacher will return the records and sign them back in to the Administrative Secretary who will refile them.
- Any information received by a teacher pursuant to Education Code sections 48201 or 49079 shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

In the case of a student transferring in during the school year the following process will be used.

- When records from the previous school are received, the Administrative Secretary will notify the teacher through email if there are discipline records that they may review.
- If the teacher wishes to review the discipline records, the same process as above will be followed.

##### **Teacher Affidavit of Receipt of Suspension and Expulsion Notification Process**

Per Ed Code Sections 48201 and 49079, School districts are required to inform the teacher of each pupil who has engaged in or reasonably suspected to have engaged in any acts that are grounds for suspension or expulsion under EC 48900.2, 48900.3, 48900.4 or 48900.7 except for possession or use of tobacco or nicotine products under EC 48900 (h). School districts are also required to notify teachers of suspended or expelled transfer students when a pupil transfers from one school district to another. Below is the Notification Process for Henderson Elementary:

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- When records from the previous school are received, the Administrative Secretary will notify the teacher through email if there are discipline records that they may review.
- If the teacher wishes to review the discipline records, the same process as above will be followed.

I have read and received a copy of the above process for Suspension and Expulsion Notification.

---

Signature Date

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

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

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

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

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

C. Staff Training

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

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

Barstow Unified School District Elementary Dress Code  
Dress Code Board Policy Attached.

1. Clothing must be neat and clean. Clothing must be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard. Pant size must be appropriate. If the student removes the belt, pants must not fall more than two inches below the hipbone.
2. Clothing or accessories that suggest obscene gestures, pictures, wording (in any language), and/or are drug, tobacco, alcohol, or occult related are not permitted. Clothing or accessories that promote weapons or violence are not permitted.
3. BUSD school apparel such as T-shirts, sweatshirts, jackets and caps are permitted. Students are not to wear clothing designating membership in private clubs or representing gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
4. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), shirts, spaghetti straps, and blouses which expose sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at

school or during school sponsored events/activities. Tank top straps must be at least one inch wide. Outer clothing will properly cover all underwear. No garment may be worn that is cut-off, ragged or torn. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.

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

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

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

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

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

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

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

12. Gloves may be worn during inclement weather only.

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

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

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

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

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

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

##### **Campus Visitor Procedures**

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

#### Information About the Crossing Guard Program

Henderson Elementary School uses crosswalks. Crossing guards are available during arrival and dismissal times. BUSD board policy regarding crossing guard is attached.

#### Pedestrian, Vehicle, Bicycle Policies

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

#### Traffic Safety Information

Henderson Elementary School has designed a safe traffic route for ingress and egress of students, parents, and staff to and from school. Vehicles enter through the front gate of the outer parking area/drive circle and turn left to drop students off to use the cross walk to enter into the school. Vehicles loop around through the outer parking lot and exit the parking lot loop. Orange safety cones are used to direct traffic and staff is available to support a safe and smooth flow of traffic.

#### FIRE AND EARTHQUAKE/DISASTER EVACUATIONS

Henderson conducts fire/earthquake drills once a month, lockdown drills twice a year and an emergency crisis simulation is also practiced during the year. There are shelter-in-place drill and evacuations drills included in our emergency drill schedule. Students evacuate to the upper playground back fence and move in an orderly manner during the drills.

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

#### **Component:**

School Connectedness/School Climate

#### **Element:**

Continue to improve overall effectiveness of PBIS program to reach GOLD status by May 2021.

#### **Opportunity for Improvement:**

Monthly meetings will enable administration to monitor these objectives.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Focus on top 10 behavior problem students ("Frequent Fliers"), and reduce frequency of behaviors.	<ol style="list-style-type: none"> <li>1. PBIS Team will meet each Trimester to determine top 10 problem students.</li> <li>2. Team will update staff on these students, and staff will discuss strategies for reducing these behaviors at regular staff meetings.</li> <li>3. Team will continue to put information in the school-wide newsletter, make sure parents are aware of the PBIS websites, and the new marque will have regular up-dates, once the marque is in place.</li> <li>4. Administrative Assistant will input all minor and major referrals.</li> <li>5. Coach and team will input information into the websites, newsletter, and marque.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBIS websites: pbisworld.com, pbis.org</li> <li>2. PBIS team will work with teachers and staff to gather information to be made available to parents.</li> </ol>	Administrative Assistant, PBIS Coach and Team	<p>Evaluation criteria (How will you know success)</p> <ol style="list-style-type: none"> <li>1. Data from SWIS and Infinite Campus.</li> <li>2. PBIS Team/Staff recommendations.</li> <li>3. Receive GOLD Award status from PBIS.</li> </ol>
Areas of Pride and Areas of Concern	<ol style="list-style-type: none"> <li>1. PBIS Team will meet each Trimester to go over data.</li> <li>2. Team will update staff on these students, and staff will discuss strategies for reducing these behaviors at regular staff meetings.</li> <li>3. Team will continue to put information in the school-wide newsletter, make sure parents are aware of the PBIS websites, and the new marque will have regular up-dates, once the marque is in place.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBIS websites: pbisworld.com, pbis.org</li> <li>2. PBIS team will work with teachers and staff to gather information to be made available to parents.</li> </ol>	PBIS Coach and Team	<p>Evaluation criteria (How will you know success)</p> <ol style="list-style-type: none"> <li>1. Data from SWIS and Infinite Campus.</li> <li>2. PBIS Team/Staff recommendations.</li> <li>3. Receive GOLD Award status from PBIS.</li> </ol>

**Component:**

Emergency Procedures (Assurance of Preparedness)

**Element:**

School-wide Crisis Live Simulation and Evacuation (based on ALiCE training) will be conducted by May 2021



**Opportunity for Improvement:**

Monthly meetings will enable administration to monitor these objectives.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Develop a school wide simulation and evacuation drill	Desired Change #1: Related Strategies and Activities: 1. Continue work on concise evacuation plan, using ALICE protocols. 2. Continue to develop effective parent communication methods in case of emergencies. 3. Update parent letter for assistance with Emergency Ration packets. 4. Designate 2 – 3 off-campus sites for evacuation in the event of an active shooter, and schedule walking field trips for practice.	1. Update parent contacts. 2. Update inventory of supplies: water, equipment, rations, etc.  Budget 1. Supplies for classrooms. 2. Time cards for training and preparation.	Personnel Assignments: Safety Committee/Administration to choose evacuation sites and arrange for permission for use and field trips.	Evaluation criteria (How will you know success) 1. Successful full staff/student body drill. 2. City and/or Fire Department approval.
Continue Training of staff for ALICE	Desired Change #2: Related Strategies and Activities: 1. Continued ALICE Training of staff and students. 2. Practice Active Shooter/Lockdown procedures.	1. Schedule Master Calendar time to practice drills with staff and school population with ALICE emphasis. 2. Community Awareness program.	Administration and Safety Team	Evaluation criteria (How will you know success) 1. Successful full staff/student body ALICE drill. 2. Barstow Police Department and district approval.
Areas of Pride (What you do well)	1. Well-established Site Safety Plan. 2. Effective, smooth monthly Earthquake/Evacuation drills. 3. Strong Leadership/Crisis Committee and grade level communication.	Resources Required: 1. Schedule on Master Calendar times to practice drills/walking field trips with staff and school population.	Administration and Safety Team	Evaluation criteria (How will you know success) 1. Successful full staff/student body drill. 2. City and/or Fire Department approval.

**Component:**

Bullying Awareness and Prevention:

**Element:**

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

**Opportunity for Improvement:**

Monthly meetings will enable administration to monitor these objectives.

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.	Desired Change #1: Related Strategies and Activities: 1. Continue Informational assemblies to provide goals and strategies to parents and community. 2. Provide informational materials for families/parents.	Resources Required: 1. Legal and educational documentation on bullying. 2. Presenter training.  Budget 1. Informational materials to be distributed to parents/community.	Personnel Assignments: 1. Administrative training to lead parent/community discussions. 2. Counselor small group and 1 on 1 discussions, and monitoring of grade levels.	Evaluation criteria (How will you know success) 1. Parent Survey
Heightened awareness for students of what bullying looks like and how to be proactive in changing the bullying behavior.	Desired Change #2: Related Strategies and Activities: 1. On-going training in identifying and rectifying bullying behavior at regular staff meetings. 2. Informational training where school staff is made aware of legal rights and responsibilities of school personnel in bullying activities.	Resources Required: 1. Legal and educational documentation on bullying behaviors. 2. Presenter training.  Budget 1. Staff trainings	Personnel Assignments: 1. PBIS Coordinator/Team/Admin training. 2. Administration training to lead discussions.	Evaluation criteria (How will you know success) 1. PBIS data to be evaluated.

<p>Heightened awareness for students of what bullying looks like and how to be proactive in changing the bullying behavior.</p> <p>1. Areas of Pride (What you do well) A. PBIS program tracks and helps to prevent bullying behavior. B. School-wide incentive programs for positive behavior. C. Focus on “Zero Tolerance” for incidences of bullying.</p>	<p>Desired Change #3: Related Strategies and Activities:</p> <p>1. Continue assemblies throughout the year to promote student understanding and provide strategies (Including Student Counsel presentations, and the NED Show). 2. Counselor visits to classrooms discussing bullying behaviors and strategies to stop or prevent bullying.</p>	<p>Resources Required:</p> <p>1. Anti-bullying training. 2. Refer to established policies and rules for bullying behavior. 3. DVDs to address and support anti-bullying strategies.</p> <p>Budget</p> <p>1. Staff training. 2. Incentives. 3. DVDs for awareness and instruction.</p>	<p>Personnel Assignments:</p> <p>1. PBIS Team will monitor frequency and degree of bullying behaviors. 2. PBIS Coordinator/Team/Admin will continue to train and present assemblies.</p>	<p>Evaluation criteria (How will you know success)</p> <p>1. PBIS data to be reviewed each trimester. 2. Student/ Teacher surveys.</p>
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## (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

### Henderson Elementary School (HES) Student Conduct Code

#### 1. 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.”

#### 2. Notification to Students and Parents Education Code 35291:

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

### Henderson School School Wide Expectations

#### Be Responsible

- For your behavior
- For your school and homework

#### Be Respectful

- To yourself
- To students
- To adults
- To school

#### Be Safe

- Stay where you belong
- Run only on the playground
- Use equipment properly
- “Hands Off Policy”
- Line up when bell rings

#### Be Positive

- In your attitude
- In your work habits (complete assigned class work and homework)

Non-compliance with classroom or school wide rules could result in one or more of the intervention strategies, but not limited to them:

- Conference with teacher and/or principal
- A notice of the violation will be sent home for parent/guardian signature
- Loss of recess privileges, field trip privileges, and detention
- In-school and/or at-home suspension
- A parent conference with teacher or principal and/or Student Study Team to develop a Student Behavior Contract
- Failure to complete class work or homework after counseling and parent contact can result in in-school suspension
- The Principal or AP has the final decision on all actions which can include, but are not limited to recess restriction, detention, suspension and/or expulsion

Always Do Your BEST!!

#### EXPECTATION OF STUDENT BEHAVIOR/DISCIPLINE (PBIS)

In order to maintain a positive and safe learning environment, the district utilizes PBIS (Positive Behavior Intervention Systems). It is a district- and school-wide discipline plan. It is based upon a reward system for students. We will follow three basic school-wide expectations: Be Responsible, Be Respectful, Be Safe. Each student has the responsibility to exercise self-control and to respect the rights of others. School-wide expectations, rules, and consequences have been established and should be posted in each classroom. These rules state the appropriate behavior expected at school. Students are also asked to learn, recite, and follow the Husky Pride Pledge each day and at assemblies. Bullying of any sort (name calling, intimidation, physical harm) is not tolerated and can result in recess restriction, suspension, placement in alternative programs. Items of a sexual nature (such as condoms) are not allowed at school.

Following school rules and respectful interaction with staff members and noon supervisors is expected of all students and family members. Progressive discipline will be followed to correct inappropriate behavior. Discipline will be used to modify behavior, not to punish a student. A discipline form will be used to inform parents of serious discipline issues. A parent signature may be required with the form being returned to school. Discipline recorded on forms going home will also be entered on the school computer database. If the discipline issue is serious, either the teacher or principal will contact the parent by phone if possible. A behavior contract will be required for on-going discipline issues, signed by the student, parent, teacher, and principal to correct ongoing serious behavior issues.

#### Conduct Code Procedures

Henderson School uses minor and major referrals that are input in Infinite Campus/SWIS when there is a non-compliance of classroom or school-wide rules. BUSD Conduct Board Policy attached.

#### (J) Hate Crime Reporting Procedures and Policies

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. The purpose is to prohibit acts that are contrary to that policy and to provide remedies therefore. Any complaint shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

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

#### Procedural Steps:

- 1) All district employees who deal directly with students receive training on the topic of recognizing and prevention of bullying on and off school grounds.
- 2) That each school located in the Barstow Unified School District adopts an anti-bullying program that may include an onsite school campus designee or committee to address all reports of bullying at their school and to make students and parents aware of the new policies in place.

- 3) An appeals process is developed for students and employees who have been implicated in a reported incident of bullying.
- 4) The antibullying policy will be included in the Official BUSD Parents Handbook and School Site Handbooks.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Barstow Unified School District Bullying Prevention and Intervention Policy per BUSD Website  
Bullying Prevention and Intervention Board Policy attached.

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
- Comprehensive School Safety Plan 21 of 48 2/8/21
- Spreading rumors about someone
- Embarrassing someone in public

##### **PHYSICAL BULLYING**

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

- Taking or breaking someone's things
- Making mean or rude hand gestures

Spitting  
Tripping/pushing  
Hitting/kicking/pinching

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

##### RECOGNIZE

Is it bullying?

Was the behavior carried out on purpose?

Was the behavior intended to cause harm?

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

Have there been patterned and pervasive acts of this behavior?

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

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

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

##### REFUSE

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

##### REPORT

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

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

##### REPORT

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

##### RESEARCH

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

##### RESPOND

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

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

VIII. EDUCATION AND OUTREACH - To ensure bullying does not occur on school campuses, Barstow Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to

build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

## **Safety Plan Review, Evaluation and Amendment Procedures**

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

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

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

### **EMERGENCY PLANNING FOR STUDENTS WITH SPECIAL NEEDS**

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

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

#### **Categories of Students with Special Needs**

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

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

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



**Safety Plan Appendices**

## Emergency Contact Numbers

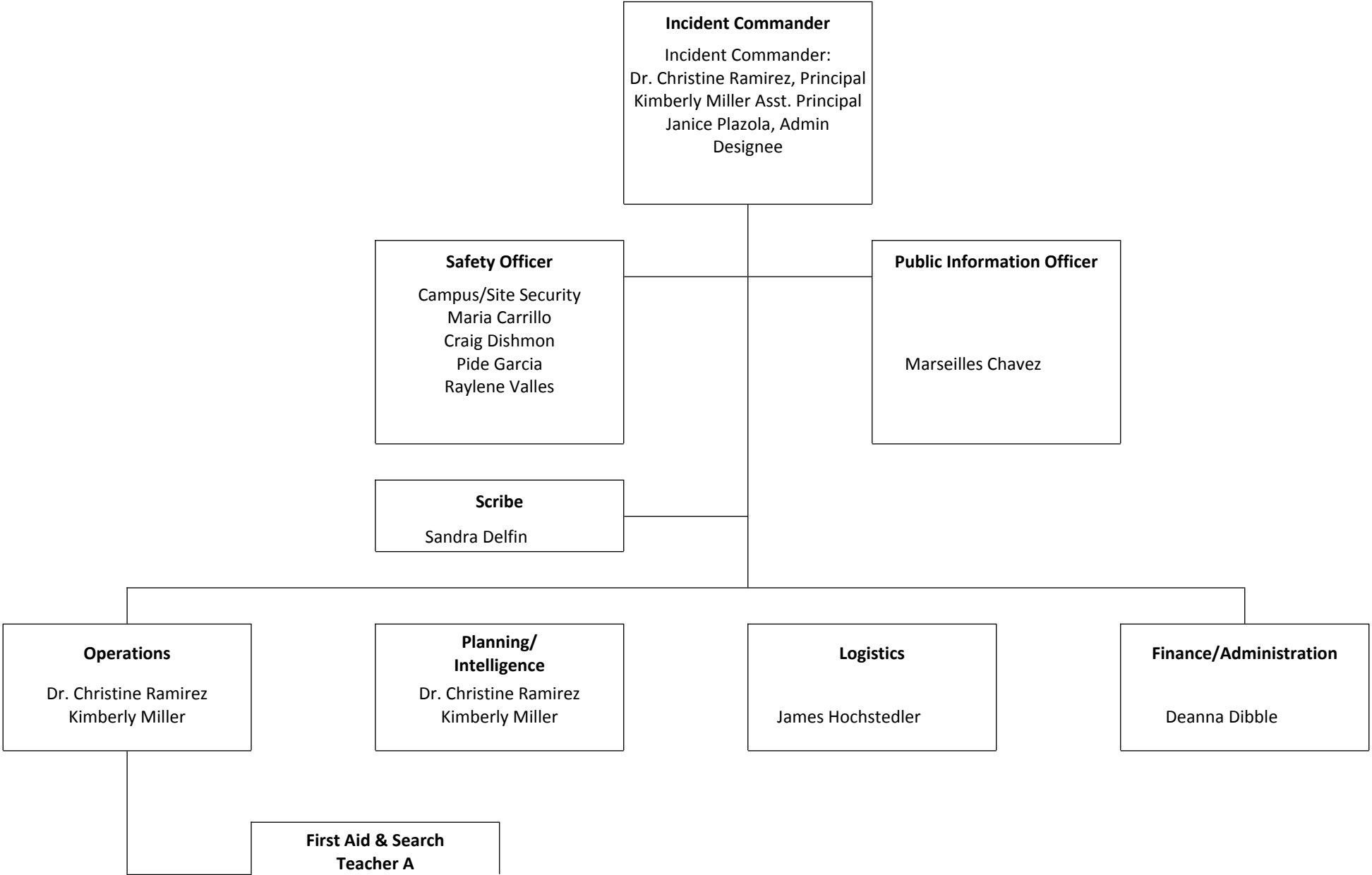
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Barstow Police	911	760 256-2211 non emergency #
Law Enforcement/Fire/Paramedic	Sherriff's Department	911	760 256-1796 non emergency #
Law Enforcement/Fire/Paramedic	Barstow Fire Department	760 256-2254	
Public Utilities	SCE	800 684-8123	
Public Utilities	Southwest Gas Company	800 443-8093	
Local Hospitals	Barstow Community Hospital	760 957-3030	
School District	BUSD	760 255-6000	
Emergency Services	911	911	
Radio Station	KDUC	760 256-5382	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Staff Meeting to introduce plan for review. staff emailed plan for review, input, and feedback	12/2/2021, 12/4/2021 2:00 PM	Staff meeting notes and email
Leadership and Safety Team Meeting to review and make corrections	12/2/2021, 12/4/2021 2:00 PM	Leadership meeting via Google Meets
School Site Council Meeting to review plan and make corrections	12/9/2021, 2/3/2022 2:00 PM	SSC agenda and meeting notes
School Site Council members met virtually and may email their approval	2/10/2022 2:00 PM	Review by SSC
SSC and Principal signed plan	2/17/22 2:00 PM	Approved by SSC and Signed

Henderson Elementary School (HES) Incident Command System



First Aide Team  
Diana Romero  
Whitney Johnson  
Nichole Kelley  
Monica Klein

Sweep and Rescue/Fire &  
Search Team  
Heather Bledsoe  
Scott Dale  
Tara Munoz  
Jennifer Leggitt  
Rochelle McIntyre  
Jennifer Roberts  
Catalina Ceballos  
Janice Plazola

**Student Release &  
Accountability  
TeacherB**

Korsak/ Smithwick  
Mendez/Evans/Bourgeois/  
Shell/Townsend/Murphy/Acos  
ta/  
Shipley/Hug/Alexander/

Parental  
Communication/Reunion and  
Gate Team  
Sandra Delfin  
Maria Smithwick  
Erica Bravo  
Brenda Ashbrook

## **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:

Command Center

#### **Personnel**

Incident Commander: Principal Dr. Christine Ramirez

Assistant Principal Kimberly Miller

Teacher in charge Janice Plazola

#### **Responsibilities**

1. Stands near emergency assembly area.
2. Accounts for presence of all students/staff
3. Implements and coordinates emergency operations.
4. Controls internal and external communications.
5. Prepares reports for District Administration.

#### **Equipment/Supplies**

Emergency staff and student rosters & other available supplies (i.e. portable radios, pencils, paper, note pads, etc.)

### **First Aide Team**

#### **Personnel**

Diana Romero

Whitney Johnson

Nichole Kelley

#### **Responsibilities**

1. Administers first aid and records information on extent of injuries and first aid administered.
2. Determines need for medical assistance.
3. Communicates information to EOC
4. Maintains essential equipment and supplies.

#### **Equipment/Supplies**

Blankets, stretchers, and first aid supplies

### **Sweep and Rescue/Fire & Search Team**

#### **Personnel**

Scott Dale

Darcy Jensen

Jennifer Leggitt

Jennifer Roberts

Catalina Ceballos

Rochelle McIntyre

Monica Klein

#### **Responsibilities**

1. Proceeds in orderly and pre-established sweep pattern, checks each classroom, multi-purpose, auditorium etc. (visually, vocally and physically)
2. Reports location of all injured persons to First Team
3. Confirms existence and location of fires, controls first if possible.

4. Shuts down all electrical, gas, and water utilities "When Appropriate"
5. Takes action to minimize further damages.

#### Equipment/Supplies

Master Keys, fire extinguisher, gloves, wrenches, other available tools or supplies, hardhats, and vests.

#### Student and Staff Accountability Team

##### Personnel

Korsak/Mendez/Bourgeois

Melton/Shell/Townsend/Murphy/Acosta

Shipley/Hug/Alexander/Mendez/Smithwick/Dominguez

##### Responsibilities

1. Ascertain extent of injuries
2. Takes roll, checks for missing students/staff, and reports to EOC

#### Equipment/Supplies

Necessary accountability materials (teachers roll book/student lists, staff roster, etc.)

#### Parental Communication/Reunion and Gate Team

##### Personnel

(List Current Staff)

Sandra Delfin

Maria Smithwick

Erica Bravo

Brenda Ashbrook

Kamira Griego

Raylene Valles

Lauri Maus

##### Responsibilities

- 1 Establishes separate reunion area.
- 2 Meets parents/guardians at designated gate; dispatches messengers to emergency assembly area to escort students to reunion area.
- 3 Confirms identity of parent/guardian; verifies students recognize individual claiming them.
- 4 Ensures that records are maintained on all students leaving the campus.

#### Equipment/Supplies

Necessary Record Keeping material

#### Campus/Site Security

##### Personnel

Maria Carrillo

Craig Dishmon

Erica Ventura

Pide Garcia

Nancy Griggs

William Winburn

##### Responsibilities

- 1 Lock all external gates, doors, and secure site.
- 2 Team members stationed at designated gate to refer parents/community to appropriate areas.
- 3 Routes fire, police, and rescue ambulance to areas of need.

#### 4 Prohibit entry into evacuation areas

##### Equipment/Supplies

Master keys, posted signs, two way radio, site map indicating major areas of disaster plan.

##### **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**

Identify the type of emergency and contact district office if necessary:

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

Campus Disorder  
Firearm/Shooting  
Hostage/Barricaded Subject  
Threatening Intruder

How to and When to Shelter In Place:

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

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

Aircraft Accident  
Bomb Threat  
Earthquake  
Flood  
Fire/Explosion

### **Step Two: Identify the Level of Emergency**

Identify the level of emergency and contact district office if necessary.

There are three levels of emergencies:

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

### **Step Three: Determine the Immediate Response Action**

Determine the immediate response action and contact district office if necessary.

#### **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**

Communicate the appropriate response action and contact the district office if necessary.

#### **COMMUNICATION:**

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

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

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

After Emergency:

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

### **Animal Disturbance**

#### **STINGING INSECTS**

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

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

Principal or Designee will:

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

Teachers will:

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When able, report any missing or extra students.
7. When able, check "buddy" for safety.
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, initiate extra duties as assigned.

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

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

After Emergency:

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

### **Armed Assault on Campus**

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

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

### **HOSTAGE/BARRICADED SUBJECT**

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

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

Principal or Designee will:

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

Teachers will follow Lockdown procedures:

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

After Emergency:

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

#### THREATENING INTRUDER

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

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

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

Principal or Designee will:

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal or designee’s control, activate Site Incident Command Post which will:
  - a. Call or confirm call to Barstow Police Department or San Bernardino Sheriff’s Office (760) 256-1796
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.

7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check on status of "buddy".
10. When able initiate additional duties as assigned.

**After Emergency:**

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

**Biological or Chemical Release**

**During Emergency**

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

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

**Follow these directions:**

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

**Principal or Designee will:**

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

**Teachers will:**

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

**After Emergency:**

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.

3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee. Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

#### **CHEMICAL SPILL/TOXIC EMISSIONS**

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab. If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

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

Principal or Designee will:

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

Teachers will:

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

After Emergency:

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

#### **Bomb Threat/ Threat Of violence**

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area. Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).
6. Before evacuating a classroom, look around for anything that appears suspicious or unusual. Note: Unusual or suspicious objects may be: an antenna sticking out of a back pack, a particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality, a back pack that is ticking, troubled student has left a backpack in the room and hasn't been seen for a while.
7. Be ready to report missing, extra or injured students.
8. When able, check "buddy" for safety.
9. When able, initiate extra duties as assigned.

After Emergency:

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

## **Bus Disaster**

If you are witness to a bus accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:



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

### **Disorderly Conduct**

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

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

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

Principal or Designee will:

1. If out of principals or designee's control, the Site Incident Command Post will be activated and will:
  - a. Confirm call to Police Department.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

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

After Emergency:

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

### **Earthquake**

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

At first indication of ground movement, all staff will:

1. Drop, Cover and Hold

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

The Site Principal or Designee will:

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

Teachers (in the classroom) will:

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

Teachers and Staff (within the building):

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

Teachers and Staff (outside the building):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.

2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.
5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

#### After Emergency

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

#### **Explosion or Risk Of Explosion**

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

#### After Emergency

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

#### **Fire in Surrounding Area**

If a fire or explosion occurs:

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

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
  - a. Contact the fire department/9-1-1 for assistance.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issue and safe evacuation routes.
2. If evacuation is necessary, check for safest route.

3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

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

After Emergency

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

### **Fire on School Grounds**

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

When fire alarm goes off, students and staff will evacuate to the farthest area of the playground to their designated location. See map.

Evacuation team will perform assigned duties.

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

After Emergency Fire Evacuation:

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

Please Note:

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

If a fire or explosion occurs:

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

The Principal or Designee will:

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

5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

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

After Emergency

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

### **Flooding**

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

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

Teachers will:

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

After Emergency:

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

### **Loss or Failure Of Utilities**

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

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

5. The School Administrator will notify the District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion.

**Procedure - In the event of loss of water:**

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

**Motor Vehicle Crash**

If you are witness to the accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:

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

**Psychological Trauma**

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

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Contact the Director of Pupil Services at the District Office 760-255-8028 for specific procedures relating to crisis management.

**Procedure**

1. The Principal and/or School Counselor will activate the School Crisis Team First Aid Team/District Nurse and/or Psychologists, which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Pupil Service to request additional mental health support.
3. The Psychological First Aid Team will provide direct intervention services.
4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.
6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

### **Suspected Contamination of Food or Water**

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

#### **Procedures**

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

### **Tactical Responses to Criminal Incidents**

#### **Armed Assault on Campus**

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

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

or Designee will:

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

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

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

#### **Lockdown:**

- a. Move students into classroom or building
- b. Lock all doors

- c. Spread out within the room (do not huddle)
- d. Look for alternate escape routes (another door/window)
- e. Barricade the doors
- f. Do NOT open the door for anyone
- g. Dial 911 when safe

**Inform:**

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

**Counter: (Be Prepared)**

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

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

**After Emergency:**

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing, "This is the conclusion of all emergency services".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.  
Comprehensive School Safety Plan 35 of 48 2/8/22
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

**Unlawful Demonstration or Walkout**

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

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

**Principal or Designee will:**

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

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

**Shelter in Place**

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



## 6. Changes will be communicated

### Activate A.L.I.C.E. Training

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

#### Lockdown:

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

#### Inform:

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

#### Counter: (Be Prepared)

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

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

#### After Emergency:

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

**Emergency Evacuation Map**