

Comprehensive School Safety Plan

**2021-2022
School Year**

School: Barstow Junior High School
CDS Code: 3667611-6098537
District: Barstow Unified School District
Address: 1000 Armory Rd.
Barstow, CA 92311

Date of Adoption:

Date of Update: 8/9/2021 - 2/11/2022

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://www.barstow.k12.ca.us/BJHS/>

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

Safety Plan Vision

Chapter 1: SB 87: School Safety Plan

Introduction:

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6) Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

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

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school-related functions will be completed. The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment,
2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures,
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human-created disasters or power outages.

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

Chapter 2: School Safety Planning 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. Ed. Code 35294.1

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. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, maybe consulted if desired. (Ed Code 39294.2) Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

A 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 members
Staff leaders
Additional parent representatives

Components of the Comprehensive School Safety Plan (EC 32281)

Barstow Junior High School Safety Committee

Assessment of School Safety

Chapter 3: Assessment Review and Annual Safety Goals
Comprehensive Safe School Plan 2020/2021

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

Assessment of Behavior and Crime:

No data available due to COVID – 19

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

Action Plan

School Connectedness/School Climate

Goal: Improve the overall effectiveness of the PBIS program

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

- a. Behavioral expectations exist that are positive, posted, and identified for specific settings and staff can list expectations
- b. A formal system for acknowledging student behavior is used by at least 80% of staff AND received by 50% or more of students.
- c. Documentation of student behavior includes and emphasizes proactive approaches

2. Desired Change #1: Increase Faculty Involvement

a. Released Strategies and Activities:

- i. Faculty is shown data at least four times per year
- ii. Faculty provide feedback on TIER 1 practices within the past twelve months
- iii. Implement mandatory, after – school behavior intervention

b. Resources Required:

- i. SWIS Data updated
- ii. Survey for faculty to provide feedback

c. Personnel Assignments:

- i. PBIS Committee
- ii. SWIS Data Entry

d. Timeframe for completion

i. May 2022

e. Budget

i. \$500 for personnel

f. Evaluation criteria (How will you know success)

- i. Tiered Fidelity Inventory
- ii. Survey Feedback Data from faculty

Emergency Procedures (Assurance of Preparedness)

Goal: students and staff be prepared for specific emergencies

1. Areas of Pride (What you do well)

- a. Fire Drill
- b. Posted emergency preparedness guide in every classroom

- c. Emergency response materials
- 2. Desired Change #1: More consistent practice
 - a. Related Strategies and Activities:
 - i. Full-Scale Evacuation Drill
 - ii. Train Staff: Assignment of individual emergency roles
 - b. Resources Required:
 - i. Emergency evacuation training for staff
 - ii. Community involvement: Fire Department, First Student busses, etc.
 - c. Personnel Assignments:
 - i. Administration
 - ii. Safety Committee
 - d. Timeframe for completion
 - i. Prep for full-school evacuation in August 2021
 - e. Budget
 - i. \$500
 - f. Evaluation criteria (How will you know success)
 - i. Police and Fire Departments will evaluate our success

Bullying Awareness and Prevention: Goal: Prevent bullying on campus

Goal: Prevent bullying on campus

- 1. Areas of Pride (What you do well)
 - a. Stop Bullying Now Club on Campus
 - b. Low rate of documented bullying.
 - c. Decreased in Cyberbullying
 - d. Adult involvement
 - e. Maintain a hotline
- 2. Desired Change #1: A better understanding of the definition of bullying and more accurate reporting of instances.
 - a. Related Strategies and Activities:
 - i. Profession Development for staff to recognize bullying and report it accurately
 - ii. Data collection of instances of bullying
 - iii. Social-Emotional Learning Program (Homeroom Class)
 - b. Resources Required:
 - i. Professional Development
 - ii. Data Collection system
 - c. Personnel Assignments:
 - i. Administration to lead PD
 - ii. Discipline to collect and report data
 - d. Timeframe for completion
 - i. Professional Development by August 2021
 - ii. Data collection will begin in the first semester of 2021/2022 school year
 - e. Budget
 - i. \$500
 - f. Evaluation criteria (How will you know success)
 - i. Results will be ready to report back to staff by the end of semester one of each year
 - ii. Instances of bullying will decrease.

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

Child Abuse Prevention and Reporting

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 – Youth Services)
(cf. 5141.6 – School Health Services)
(cf. 6264.2 – Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 – Comprehensive Health Education)
(cf. 6143 – Courses of Student)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.
(Education Code 51900.6)

The superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

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Child Abuse Reporting

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)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 – Comprehensive Safety Plan)

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.

Policy
BARSTOW UNIFIED SCHOOL DISTRICT
Adopted: August 22, 1995 Barstow, California
Revised: March 22, 2005
Revised: October 27, 2015
Students AR 5141.4 (a)

Child Abuse Prevention and Reporting

Definitions

Child abuse or neglect includes the following: (Penal code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injury of a child or the endangering of the person or health of a child as defined in Penal code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
(cf. 4119.21/4219.21/4319.21 – Professional Standards)
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An Injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code 11165.6)
(cf. 3515.3 – District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonable necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 498001)

AR 5141.4 (b)

- (cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5144 – Discipline)
(cf. 6159.4 – Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education code 49001)
(cf. 6142.7 – Physical Education and activity)
(cf. 6145.2 – Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head start teachers; district police and security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect

has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 1116.05, 11167)

AR 5141.4 (c)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement

and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 – Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contact, and any instruction or advice received. AR 5141.4 (d)

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05 (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the superintendent or designee. (Penal Code 11166) AR 5141.4 (e)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the superintendent or designee. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, Co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training

Within the first six weeks of each school year, the superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(Cf. 4331 – Staff Development)

The superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691) AR 5141.4 (f)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A Staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview

3. The selected person shall not discuss the facts or circumstances of the case with the child

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 – Questioning and Apprehension by Law Enforcement)

AR 5141.4 (g)

Parent/Guardian Complaints

Upon request, the superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 – Uniform Complaint Procedures)

Notifications

The superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) (cf. 4112.9/4212.9/4312.9 - Employee Notifications) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the superintendent or designee. (Penal code 11166.5) AR 5141.4 (h)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166) 3/10 11/10 12/14

Legal Reference:

Education Code

32280-32288 Comprehensive School Safety Plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filling child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape or lewd or lascivious act
273a Willful; cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; Definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S. Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten through Grade Twelve

Health Framework for California Public Schools, Kindergarten through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools:

<https://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Child and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

(7/02 11/04) 12/14

Regulation BARSTOW UNIFIED SCHOOL DISTRICT

Approved: August 22, 1995 Barstow, California

Revised: March 22, 2005

Revised: October 27, 2015

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

Disaster Plan (See Appendix C-F)

Chapter 5: Routine and Emergency Disaster Procedures: Drills

EMERGENCY DRILLS:

In accordance with state law:

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

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 RELEASED/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the direction of the superintendent) will make the decision to released 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 released 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 though 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.

Chapter 6: 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.

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 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 released 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 released 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 though 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 the 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 and When to Evacuate

Drop, Cover and Hold - Aircraft Accident, Bomb Threat, Earthquake, Flood, Fire/Explosion

The introductory page at the beginning of each section of BUSD's Emergency Disaster Emergency Plan provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to endure 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
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 limited population. Usually a local emergency is not declared and the jurisdictional EOC 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 assume 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 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

Ongoing 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 area are working 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 buildup 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 total 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 SOP'S 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, EOC'S 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.

Public Agency Use of School Buildings for Emergency Shelters

We offer our schools for public shelters in case of a natural disaster or pandemic. We cooperate with the San Bernardino County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non-students are supervised to protect the safety of our students

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects 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 act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils 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 substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - (2) "Electronic Act" means the transmission of a communication, including, but not limited to a message, text, sound or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communications device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section, unless that act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds
 - (2) While going to or coming from school
 - (3) During the lunch period whether on or off the campus
 - (4) During or while going to or coming from a school-sponsored activity.
- t. Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person.

Other Means of Correction (Education Code 48900.5):

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

" Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or

(e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons.

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

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

Expulsion Policies under Education Code 48915: The principal shall recommend the expulsion of a pupil for any of the following

committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of any knife, explosive, or other dangerous objects 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 Cameron Elementary School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

B. Staff Training

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects 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 act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils 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 substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

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

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

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

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

t. Aiding or abetting, as defined in Penal Code section 31, in the infliction or attempted infliction of physical injury to another person. Other Means of Correction (Education Code 48900.5:

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

" Suspension for first offense now applies to violations of 48900 (a), (b), (c), (d) or

(e) or if the principal or superintendent of schools determines that the pupil's presence causes a continuing danger to persons.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. 48900.4.

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

48900.7.

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

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

thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf.0410 - Nondiscrimination in District Programs and Activities)

(cf.1312.1 - Complaints Concerning District Employees)

(cf.5131 - Conduct)

(cf.5131.2 - Bullying)

(cf.5137 - Positive School Climate)

(cf.5141.4 - Child Abuse Prevention and Reporting)

(cf.5145.3 - Nondiscrimination/Harassment)

(cf.6142.I - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 Uniform Complaint Procedures. principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The superintendent or designee shall ensure that all district students receive age- appropriate information on sexual harassment.

Such instruction and information shall include:

BP 5145.7 (b)

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 Discipline)

(cf. 5144.1 Suspension and Expulsion/Due Process)

(cf. 5144.2 Suspension and Expulsion/ Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

BP 5145.7(c)
(cf. 4117.4 - Dismissal)
(cf. 4117.7 - Employment Status Report)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.II/4219.11/4319.11 - Sexual Harassment)

Record- Keeping

The superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Policy BARSTOW UNIFIED SCHOOL DISTRICT Barstow, California

Adopted: August 22, 1995

Revised: November 27, 2012

Revised: March 10, 2015

AR 5145.7(a)

Students

Sexual Harassment

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator I compliance officer(s) may be contacted at:

Director II

Pupil Services

551 Avenue H Barstow, CA 92311 760-255-6028

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, drawings, pictures, obscene gestures, or images of a sexual nature

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

AR 5145.7 (c)

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary actions. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

AR 5145.7 (d)

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 – Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

(cf. 1113 - District and School Web Sites)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

AR 5145.7 (e)

(3/09 3/12) 10/14

Legal Reference

Education Code

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

Civil Code

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

Government code

12950.1 Sexual harassment training

Code of Regulations, Title 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

United States Code, Title 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

United States Code, Title 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

Code of Federal Regulations, Title 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal .App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. Mccaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It Is Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education Office for Civil rights: <http://www.ed.gov/about/offices/list/ocr>

(3/09 3/12) 10/14

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

The primary goal of Barstow Junior High School is to promote academic achievement. Any apparel which draws undue attention to the wearer or detracts from the educational process shall be considered inappropriate. In order to provide a safe, nurturing environment where students can learn, free from distractions, threats, intimidation, or harmful influence, Barstow Junior High School developed a dress code policy.

Anything not specifically covered in the rules and regulations that are disruptive to the educational process or considered to pose a safety hazard will be left to the discretion of the school administration or designee (see Board Policy 5132 and Administrative Regulation 5132).

All students shall abide by the following Dress Code guidelines:

GENERAL

1. All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal undergarments at all times.
2. Hair and physical appearance shall be clean and neatly groomed. Clothing should be seasonably appropriate, of a good fit, and in good repair. Aerosol cans of any kind are not permitted at school, i.e., hair color, hair spray. No excessive makeup is allowed.
3. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, gang-related names or symbols, or those that are sexually suggestive are not allowed. Administration reserves the right to declare unacceptable any item of clothing, printing or accessory depicting any logo that has been identified to be gang related. If the image on the clothing is a dress code violation, then the clothing is a dress code violation.
4. Rips, tears or slits in jeans are permitted, but must be lower than the reach of the middle of the students' middle finger when arms are fully extended at their side.
5. Excessively oversized or undersized clothing of any type or clothing of an inappropriate length is not acceptable. Administration reserves the right to determine compliance on an individual basis.
6. Barstow Unified School District School apparel such as T-shirts, sweatshirts, jackets, and caps are permitted. Students are not to wear clothing designating membership to private clubs or representing gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
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 which advocates or promotes drug use alcohol use, Tobacco use, disruptive behavior or may be a potential safety hazard are not permitted.

TOPS

1. No "fish net" type of blouse, shirt or stockings may be worn. Students must wear shirts at all times. Fitted tank tops may be worn but must not reveal excessive skin or body parts and must at all times cover all undergarments. Administration reserves the right to determine compliance on an individual basis.
2. Clothing which exposes bare midriffs are not permitted. All halter tops, plunging neckline shirts, tube tops and non-fitted tank tops are not permitted.

BOTTOMS

Tights, stockings or other skintight material pants ARE NOT ALLOWED to be worn as pants alone. Solid Tights, jeggings and leggings and other like items are only allowed to be worn under jeans, skirts/dresses/shorts. Shorts/skirts/dresses must reach the middle of the students' middle finger when arms are fully extended at their side. NO LACE OR SEE THROUGH LEGGINGS/TIGHTS.

If there is an item not listed, it is not permitted!

1. School Administration will make the final determination on appropriateness of attire.
2. If you have a question about an item of clothing, ask BEFORE item is worn.
3. Students found in violation of the dress code will need to have a change of appropriate clothing brought to school.
4. Students will not be allowed to return to class until the dress code violation is resolved.

ACCESSORIES (HATS, PIERCINGS, SHOES, TATTOOS, ETC.)

1. Nose, lip, eyebrow, or any other facial piercings (outside of earrings) are not permitted. ***Covering one's piercing with a Band-Aid is NOT an acceptable remedy. These items are to be removed while on school grounds.

2. Shoes must be worn at all times. For safety purposes, no open-toed shoes, no heel over 2 inches, no slippers or house shoes will be allowed on campus. Sandals must be held in place with heel strap. Steel-toed shoes and cleats are not permitted. Administration may permit open-toed shoes for medical reasons.

3. Barstow Unified School District principal approved hats or caps may be worn in an acceptable manner. Other headgear is prohibited. No Hats, caps, "do-rags" and bandanas may be worn in the classroom or inside school buildings. All other hats, caps, "do-rags" and bandanas are not permitted. Barstow Unified School District allows students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5 for outdoor use during the school day

4. Beanies will be worn only in inclement weather/ otherwise, the beanie will be confiscated by school personnel.

5. Sunglasses (unless prescription) may be worn on campus, not in classrooms, or inside school buildings. The Barstow Unified School District and its agents are not responsible if sunglasses are lost, stolen, or damaged

6. Any finger rings, earrings or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted. All body and facial piercings (except earrings), tongue studs, chains and studded chokers are not permitted. Pacifiers are considered infant accessories and are not allowed on campus.

7. Tattoos will be covered at all times

8. Belts and Belt Buckles must be tasteful, unadorned and of an appropriate size for the student. Belts should be no longer than allow 4" of surplus when pulled to fit the waist and shall not hang from the belt line.

INAPPROPRIATE/GANG-RELATED APPAREL (as determined by law enforcement and administration)

Students wearing gang attire become targets for violence even though they are not gang members. In addition, the baggy, oversized clothing now identified as gang related, presents a safety hazard since it allows students to more readily conceal dangerous objects such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as unacceptable dress:

- Clothing, jewelry, and personal items that a student has including notebooks, folders, book covers, magazines, drawings, pictures, fanny packs, gym bags, water bottles, backpacks, or any other item that disrupts the instructional process.
- Oversized clothing such as shorts, pants, coats, etc. Pants or shorts must fit at the waist.
- Items that promote hate, intolerance or violence
- Unsafe jewelry and accessories, including but not limited to wallet chains, belts hanging from the waist, and belt buckles
- Visible undergarments
- Clothing with profanity, that is too tight, revealing or sexually provocative
- Clothing with pictures, insignia or brand names for controlled substances, tobacco, weapons, or alcohol
- Bandanas, do-rags, or head gear that prevents clear view of the head or face
- Unsafe footwear including house slippers. Additional footwear requirements may be imposed on students in specific classes such as physical education, science and shop.

- “Skin” labels, #13 or #14 on belt buckles or shirts, athletic jerseys, and any additional articles of clothing or accessories if identified by administration or local law enforcement as being gang or hate group related will be forbidden on campus or any other school function or activity including sporting events.
- Gloves may be worn during inclement weather only. No single glove is to be worn at any time. No leather type gloves such as baseball gloves are to be worn at school.
- Beanies will be worn only in inclement weather. Otherwise, the beanie will be confiscated by school personnel. The 2nd instance will require the parent to pick up the beanie.

COLORS

Students shall not wear clothing or apparel identified by school personnel as "colors." The term "colors" is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which could signify the membership or intent of membership in a student group known to advocate or participate in disruptive or illegal behavior.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Students BP 5132 (a) DRESS AND GROOMING

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

(cf. 4119.22 - Dress and Grooming)
(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf . 514 4 - Di scip l i ne)

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

(cf. 5136 - Gangs)
(cf. 0450 - Comprehensive Safety Plan)

Uniforms

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

BP 5132 (b)

DRESS AND GROOMING (continued)

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

If a school's plan to require uniforms is adopted, the Superintendent or designee shall adopt procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or identified to assist in obtaining uniforms. the designee shall economically ensure that resources disadvantaged students are in

Legal Reference: EDUCATION CODE

35183 School dress codes; uniforms

32281 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

- Hart-z-e-ll v. Connell (1984) 35 Cal. 3d 899

Ar cadia Uni f l ed School Di s t r l ct v. Sta t e Depar t1!! _ent of Educat l on, 92 Dai l y Journal, D.A.R. 3578

Marvin n H . Jeglin t al v. San Jacinto Unified School District et al 82 7

F.Supp. 1459 (C.D. Cal. 1993) (3/92 10/94) 10/96

The policy adopted: Revised:

August 22, 1995

June 12, 2012

Students

AR 5132(a)

DRESS AND GROOMING

Students to be Neat and Clean

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

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

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

(cf . 042 0 - School Pl ans/ Si t e Counci l s)

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

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

1. Hair and clothing must be neat and clean. Clothing shall be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard.
2. Safe footwear must be worn at with open-toed shoes at the elementary grades (K-6) must shoe with wheels are allowed. all times. elementary have backs

Socks are at the preferred level. All shoes in or back straps. No

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

DRESS AND GROOMING (continued)

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

Gang Related Apparel

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

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

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

(cf. 3260 - Fees and Charges)

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

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

The principal may establish when students activities. staff, students and parent/guardians at each school reasonable dress and

grooming regulations for times are engaged in extracurricular or another special school

Uniforms

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

DRESS AND GROOMING (continued)

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

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

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

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

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

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

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

Procedures for Safe Ingress and Egress

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

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

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

On-Campus Evacuation/Assembly Location

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

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

C. Staff Training

a. All school personnel reviews the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

D. Daily Ingress/Egress Routes

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 are 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 the incident.
2. Call emergency personnel, as needed.
3. If necessary activate portions or all of the Site Incident Command Post which will:
 - a. Call or confirm the call to Police, or 911
 - b. Contact District Office
 - c. Assemble teams according to the event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine the 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 the first indication of disturbance, Teachers will:

1. If outside, "drop, cover, and hold", if necessary.
2. When safe, evacuate students to the nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside the classroom or building, check first for the 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 the door after students have cleared out; do not lock the door.
5. When evacuating, it may be necessary to leave an injured or missing student behind.
6. When evacuating, if able, check the 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.

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

Component:

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

Element:

1. Areas of Pride (What you did well)
 - a. Suspension Rate has been lowered for 2 consecutive years.
 - b. PBIS team meets regularly to discuss data on student discipline.
 - c. BJHS has developed incentives and celebrations for students who follow expected school-wide behaviors.

Opportunity for Improvement:

Barstow Junior High has developed second and third tiers of support and needs to continue and build upon the implemented supports for students who have extreme behaviors and need ongoing Tier II and Tier III supports.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
BJHS has developed MTSS Tiers I, II, & III interventions and supports. Tier II & Tier III interventions are implemented with students whose needs are not addressed by Tier I of the PBIS plan.	<p>1. PBIS Team will continue to attend training provided by SELPA and work with SELPA PBIS coaches and District PBIS coach to refine our Tier II interventions and develop our Tier III interventions.</p> <p>2. PBIS Team will continue to meet monthly and train staff monthly in the implementation of these interventions.</p>	<p>1. Training at SELPA</p> <p>2. Monthly PBIS meetings</p> <p>3. Allotted time during staff meetings for PBIS training</p> <p>4. District PBIS Coach support</p>	Dr. Lequisha Brown Joseph, PBIS Coordinator Eusebio Zavala, Principal Brian Wiley, Assistant Principal Martha Reyes, Dean of Students	<p>1. Analysis of student discipline data in SWIS</p> <p>2. Stakeholder surveys</p> <p>3. Suspension & Expulsion Rates</p>

Component:

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

Element:

1. Areas of Pride (What you did well)

- a. Increase of the number of incident reports. This indicates that students feel comfortable reporting bullying incidents.
- b. Fewer suspensions and suspension days

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase awareness of anti-bullying, how to deal with bullying and how to decrease bullying	1. More focus on positive interventions 2. Teachers implement Second Step program and other SEL lessons. 3. Inform staff, students and parents of the district's anti-bullying policies. 3. Inform staff, students and parents of the difference between bullying and conflict. 4. Utilize SST process and PBIS Interventions 5. Counseling (Conflict Resolution, Stop Bullying Now Club)	1. Second Step SEL program 2. School Counselors 3. District training 4. PBIS Team 5. PBIS District Coach	Eusebio Zavala, Principal Brian Wiley, Assistant Principal Martha Reyes, Dean of Students Dr. Lequisha Brown Joseph, BJHS PBIS Coach	1. Referral Data 2. Review Incident Reports, Counselor Notes 3. Suspension Data

Component:

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

Element:

1. Areas of Pride
 - a. All visitors are accounted for using the RAPTOR system and visitor sign-in log.
 - b. Administration, Office Staff, Campus Safety Monitors and SRO are equipped with hand-held radios to use in the case of emergency.
 - c. School staff and students participated with the Barstow Police Department in Active Shooter training.
 - d. We have a district radio to communicate with the District Office in the case of an emergency.

Opportunity for Improvement:

BJHS needs to continue to prepare and practice routines to address emergencies. BJHS needs to continue to develop communication with outside agencies to increase emergency preparedness.

Objectives	Action Steps	Resources	Lead Person	Evaluation
BJHS needs to continue to prepare for and practice routines to address longer-term emergencies.	1. BJHS safety team to meet monthly to review safety routines and to conduct site safety walks. 2. Staff is provided with training on the latest emergency procedures and considerations.	1. Guidelines and procedures for staff and emergency response teams. 2. Time for training and practice.	Eusebio Zavala, Principal Brian Wiley, Assistant Principal Martha Reyes, Dean of Students George Gatti, School Resource Officer	1. Staff/Student Questionnaire 2. Observations recorded during drills and practice sessions.

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

Barstow Junior High School Student Conduct Code

School Discipline

A. Statement of Rules and Procedures on School Discipline Education Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents Education Code 35291:

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

C. Site Discipline:

Staff Training

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

Students BP 5131.6(a)

ALCOHOL AND OTHER DRUGS

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

(cf. 0450 - Comprehensive Safety Plan) (cf. 1020 - Youth services)

(cf. 4020 - Drug and Alcohol-Free Workplace) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6020 - Parent Involvement)

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities.

Information about distributed in the program needs community. and goals shall be widely

BP 5131.6(b)

(cf. 5131.61 - Drug Testing) (cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

Staff should partners in climate. encourage students to efforts to maintain a participate as a responsible safe, constructive school

(cf. 5137 - Positive School Climate)

The Board encourages the establishment of site- level advisory groups to assist in promoting alcohol- and drug-free schools.

(cf. 1220 - Citizen Advisory Committees)

The district' s drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Instruction

The district shall provide instruction that has been proven to avoid the use of alcohol and other science-based preventative effective in helping students drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction) (cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that the unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

(cf. 4131 - Staff Development)

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any

staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 5131 - Conduct)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

{cf. 5145.12 - Search and Seizure)

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures

including suspension or expulsion and/or referral to law enforcement in accordance with the law, Board policy, and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

(cf. 5144 - Discipline)

(cf. 5144.I - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities}

Legal Reference: EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student

44645 In-service training anabolic steroids

48900 Suspension or expulsion (grounds}

48900.5 Suspension limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs 48915 Expulsion; particular circumstances 49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol narcotics and restricted dangerous drugs

51210 Areas of study

51220 Areas of study grades 7 to 12

51260-51269 Drug education

60041 Instructional materials

60110-60115 Instructional materials on alcohol and drug education BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana 11053-11058 Standards and schedules

11353.6 Juvenile Drug Trafficking and Schoolyard Act

11357 Unauthorized possession of marijuana; possession in school or on school grounds

11361.5 Destruction of arrest or conviction records

11372. 7 Drug program fund; uses

11802 Joint school-community alcohol abuse primary education and prevention program

11965-11969 The School-Community Primary Prevention Program 11998-11998.3 Drug and Alcohol Abuse Master Plans

11999-11999.3 Alcohol and drug program funding; no unlawful use 124175-124200 Adolescent family life program

PENAL CODE

13860-13864 Suppression of drug abuse in schools VEHICLE CODE

13202.5 Drug and alcohol-related offenses by a person under the age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors

828 .1 Disclosure of criminal records; protection of vulnerable staff& students

UNITED STATES CODE, TITLE 20

5812 National education goals

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources: WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids:

<http://www.californiahealthykids.org>

U.S. Department of Education, Office of Safe and Drug Free Schools:

(10/94 2/96) 7/04

Policy DISTRICT

Adopted: August 22, 1995 Revised: October 28, 2014

BARSTOW UNIFIED SCHOOL

Barstow, California

Student s AR5131. 6 (a)

ALCOHOL AND OTHER DRUGS

Instruction

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 110 32 , and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 512 0 3 , 512 6 0)

(cf. 5131. 62 - Tobacco)

In grades 1- 6, health courses Code 512 6 0) instruction in drug education should be given in required by Education Code 51210 . (Education

In grades 7 -12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 5122 0 . (Education Code 512 6 0)

(cf. 6142.8 - Comprehensive Health Education)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 512 0 3)

(cf. 6143 - Courses of Study)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 512 6 0)

1. The ability to interact with students in a positive way
2. Knowledge alcohol, apparatus of the narcotics, properties dangerous and effects drugs, and of tobacco, shared drug
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention

District staff shall intervene whenever student s use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee .

If the principal or designee , in his/ her professional capacity or in the course of h is/ her employment , knows , observes or suspects that a student may be under the influence , he/she may notify the parent. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent / guardian only when he/ she believes that disclosure is necessary to avert a clear and present danger to the health , safety or welfare of the student or other persons living in the school community. The school counselor shall not disc lose such information to the parent / guardian if he / she believes that the disclosure would result in a clear and present danger to the student ' s health , safety or welfare. (Education Code 44049 , 49602)

(cf. 5022 - Student and Family Privacy Rights) (cf. 5141 - Health Care and Emergencies)
(cf. 6164.2 - Guidance/Counseling Services) (10/94 2/96) 7/04

Regulation

DISTRICT

Adopted : August 22 , 1995

Revised : October 28 , 2014

BARSTOW UNIFIED SCHOOL DISTRICT

Barstow, California

Students

Tobacco

BP 5131.62(a)

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48900, 48901)

{cf. 3513.3 - Tobacco- Free Schools) (cf. 5131 - Conduct)

{cf. 5144 - Discipline)

(cf. 5144.1 Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.B - Comprehensive Health Education) (cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 Guidance/Counseling Services)

Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs) (cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion) (cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.I - Selection and Evaluation of Instructional Materials)

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference: EDUCATION CODE

8900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception 48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety 60041 Instructional materials, portrayal of effects of tobacco use

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions HEALTH AND SAFETY CODE

104350-104495 Tobacco- use prevention education 104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111- 7122 Student Support and Academic Enrichment Grants CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005) Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education , 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Tobacco-Use Prevention Education:

<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center:

<https://www.ccrcca.org/resources/family-resource-directory/item/california-healthy-kids-resource-center>

California Healthy Kids Survey:

<http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use:

<http://www.cdc.gov/tobacco>

U.S. Surgeon General:

<http://www.surgeongeneral.gov>

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Policy

Adopted: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: July 29, 2003 Barstow, California

Revised: October 28, 2014

Revised: September 27, 2016

Students Tobacco

AR 5131.62(a)

Tobacco-Use Prevention Education Program

The district's tobacco use prevention program shall provide students in grades 6-12 instruction which addresses the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use
2. Reasons that adolescents say they smoke or use tobacco
3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.8 - Comprehensive Health Education) (cf. 6143 Courses of Study)

As appropriate, the district shall provide or refer students in grades 7-12 to tobacco-use intervention and cessation activities. (Health and Safety Code 104420)

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.

In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)

1. Referral to perinatal and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse prevention services

(cf. 514 6 - Married/Pregnant/Parenting Students)

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Regulation

Adopted: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Revised: July 29, 2003 Barstow, California

Revised: October 28, 2014

Revised: September 27, 2016

Conduct Code Procedures

Students BP 5137(a)

POSITIVE SCHOOL CLIMATE

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions) (cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances) (cf. 5142 - Safety)

(cf. 514 5.3 - Non-discrimination/ Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319. 21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace) (cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 514 4.2 Suspension and Expulsion/ Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression) (cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

BP 5137(b)

The district' s curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative interactions backgrounds. learning in the strategies classroom among that foster students from positive diverse

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6142 . 92 - History- Social Science Instruction)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including BP persons of diverse backgrounds.
5137(c)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

Legal Reference: EDUCATION CODE

233 -233.8 Hate violence prevention 32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students 35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

4 890 0 -4 8925 Suspension and expulsion

Management Resources: CSBA PUBLICATIONS

Cyber-bullying : Policy Jr Considerations f or Board s , Policy Brief , Jul}" 20 07

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES

CSBA: <http://www.csba.org>

California Department of Education ,Learning Support :

<http://www.cde.ca.gov/lr>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education,

Office of Safe and Drug-Free Schools:

<http://www.ed.gov/offices/OESE/SDFS> (3/93 2/95) 3/08

DISCIPLINE

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

(cf. 4158 - Employee Security)

(cf. 5131 - Conduct) (cf.5142 - Safety)

(cf. 5144.I - Suspension and Expulsion/Due Process)

(cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6164.5 - Student Study Teams)

Legal Reference: EDUCATION CODE

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School- adopted discipline rules: additional employees 3 7223 Weekend classes

44807.5 Restriction from recess for disciplinary purposes

48630-48644.5 Opportunity schools 48900-48925 Suspension and expulsion

48980-48985 Notification of parents or guardians 49000-49001 Prohibition of corporal punishment 49330-49334 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation i11 school activities until departure of bus

353 Detention after school

Management Resources CDE PROGRAM ADVISORIES

1223.88 Corporal Punishment, CIL, 88/9-5

Physical Exercise as Corporal Punishment, CIL 89/9- 3

Policy

adopted: August 22, 1995 BARSTOW UNIFIED SCHOOL DISTRICT

Policy Revised: November 10, 1998 Barstow, California

(J) Hate Crime Reporting Procedures and Policies

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

Procedural Steps:

1) All district employees who deal directly with students receive training on the topic of recognizing and prevention of bullying on and off school grounds.

2) That each school located in the Barstow Unified School District adopts an anti-bullying program that may include an onsite school campus designee or committee to address all reports of bullying at their school and to make students and parents aware of the new policies in place.

3) An appeals process is developed for students and employees who have been implicated in a reported incident of bullying.

4) The antibullying policy will be included in the Official BUSD Parents Handbook and School Site Handbooks.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Anti-Bullying Policy

Bullying Defined:

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

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

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

- *Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. Inappropriate references to an individual’s sexual orientation, religious beliefs, or ethnicity.

- *Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, theft, or exhibiting inappropriate and/or threatening gestures or actions.

- *Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

- *Cyber Bullying (Sexting): Sending insulting or threatening messages, sending nude or sexually suggestive pictures/videos, black mailing, via email, phone, texting, social media, or any other electronic or written form of communication.

Areas of where bullying can occur:

- *Any School sponsored function i.e. field trips, proms, sports, etc...

- *School property including before and after school is in session.

- *Bus stops or on the bus itself.

- *Walking to and from school.

- *On the internet through social networks such as Facebook, Twitter, Emails, Blogs, Chat rooms, etc...

- *In the neighborhood where the individual lives. Public areas where students are known to hang out when school is not in session such as skate parks, shopping malls, strip malls, bowling ally, etc...

Components to Bullying Behavior

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

1. Specific type of Aggression: Verbal, Physical, Psychological

2. Behavior is intended to Harm or Disturb

3. Carried out repeatedly and over time

4. Imbalance of Power: Physical, Psychological

Jurisdiction:

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

- Any District or school sponsored function i.e. field trips, proms, sports, etc...

- On School property including before school, after school, and while school is in session.

- Bus stops or on the bus itself

- Walking to and from school.

Cyber-bullying that causes a disruption to the educational process for individuals, groups or the school.

When a bullying act that began in a non-school setting presents itself in school and disrupts the educational process for individual, groups or the school.

Education Code: 48900

a1. Caused, attempted to cause, or threatened to cause physical injury to another person.

a2. Willfully used force or violence upon the person of another, except in self-defense.

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

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

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

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

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

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

Administrative Responsibilities:

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

Staff Responsibilities:

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

Student Responsibilities:

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

Parent Responsibility:

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

Responding to Bullying Complaints:

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

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

Procedural Steps:

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

Safety Plan Review, Evaluation and Amendment Procedures

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

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee or the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment

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

Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations Procedures to notify teachers and counselors of dangerous students Sexual Harassment Policy Safe ingress and egress to and from school Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning Dress Code Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

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

Safety Plan Appendices

Emergency Contact Numbers

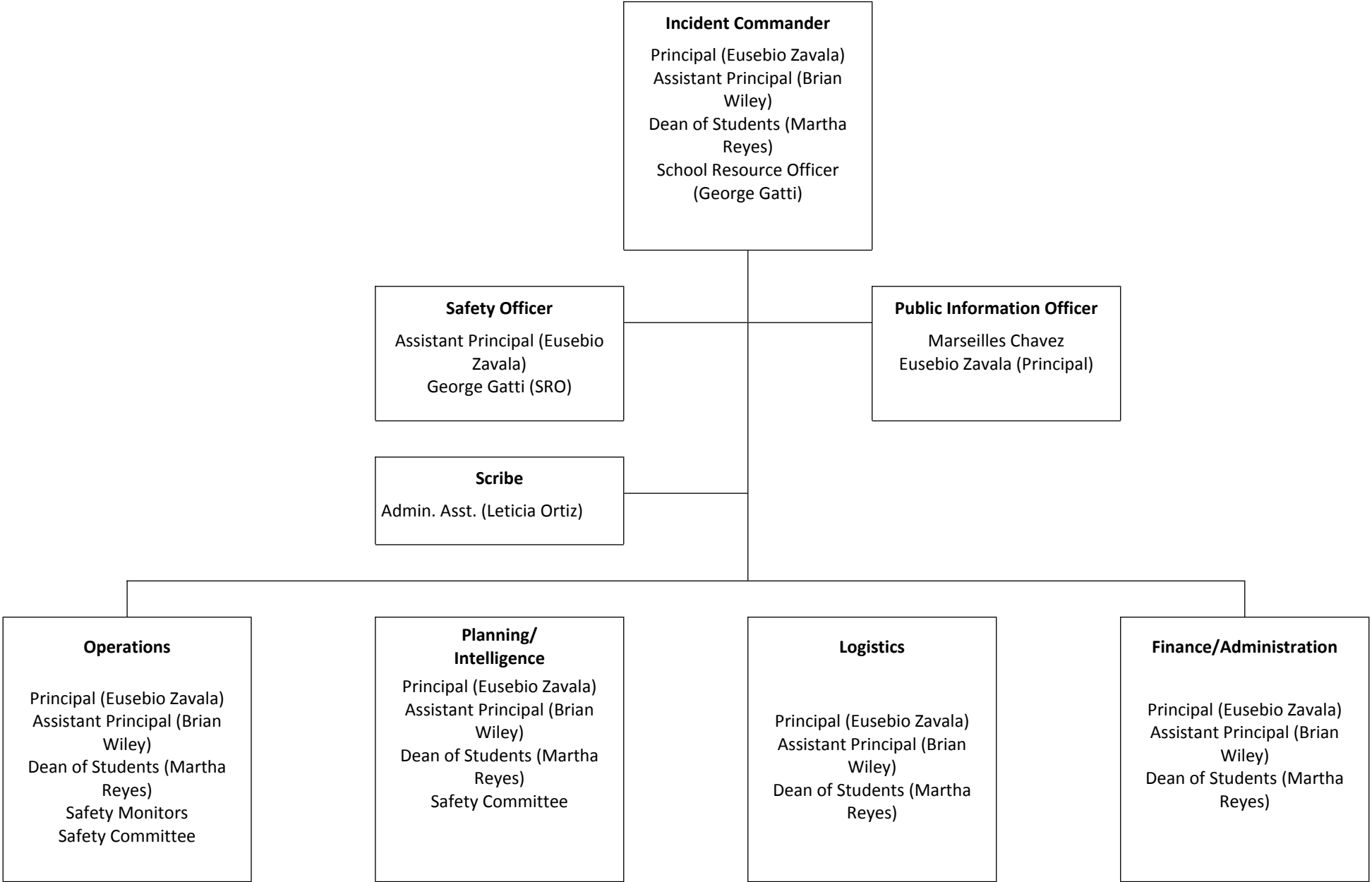
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services		911	
Law Enforcement/Fire/Paramedic	Barstow Police Department	760-255-2211	
Law Enforcement/Fire/Paramedic	Barstow Fire Department	760-256-2254	760-256-1796
School District	Superintendent's Office	760-255-6000	
American National Red Cross		909-888-1481	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Earthquake Procedures & Evacuation Plan	August 2021 - August 2022	see attachment
Anti-Bullying Policy	August 2021 - August 2022	see attachment
Evacuation Map for Barstow Junior High School	August 2021 - August 2022	see attachment
Emergency Evacuation Plan for Fire	August 2021 - August 2022	see attachment
Fire/Earthquake/Shelter in Place Drill Schedule	August 2021 - August 2022	see attachment

Barstow Junior High School Incident Command System



**First Aid & Search
Teacher A**

Health Clerk (Renee Gonzales)
Science Teachers (Dr. Lequisha
Brown Joseph, Andrew
Mendoza, Matthew Moon,
Jaspher Valeriano)
P.E. Teachers (Mrs. Pratt and
Mr. Estrada)

**Student Release &
Accountability
TeacherB**

Counselors
Helen Ozuna
Susan Gutierrez
Teachers (Math, Social
Studies, ELA).
Paraeducators

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Campus Disorder
Firearm/Shooting
Hostage/Barricaded Subject
Threatening Intruder

How to and When to Shelter In Place:

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

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

Aircraft Accident
Bomb Threat
Earthquake
Flood
Fire/Explosion

Step Two: Identify the Level of Emergency

There are three levels of emergencies:

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

Example: Power outage, campus disorder ·

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

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

Step Three: Determine the Immediate Response Action

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/EMERGENCY FILE:

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

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

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

Step Four: Communicate the Appropriate Response Action

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

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

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

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

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

Teachers will:

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

After Emergency:

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

Animal Disturbance

STINGING INSECTS

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

1. Notify the 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 the 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 jackets, 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 the main office (Incident Command Post) of severe allergic reactions and obtain medical help

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"
2. Students may return to the regular schedule.
3. If student release is necessary, follow the 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 shooting immediately:

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

Principal or Designee will:

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

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

1. Alert: Teacher is alerted and may receive and provide the information needed to support incident and make decisions
2. Lockdown:
 - a. Move students into classrooms or buildings.
 - b. Lock all doors.
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors.
 - f. Do NOT open the door for anyone.
 - g. Dial 911 when safe
3. Inform:
 - a. Continuation of Alert, pass on REAL-TIME information: who, what, where, when, how.
 - b. Communicate any manner you can
4. Counter: (Be Prepared)
 - a. Make noise.
 - b. Move quickly.
 - c. Throw things.
 - d. Create distractions.
 - e. Swarm.
 - f. Distance.
5. Evacuate/GET OUT: if you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!

After Emergency:

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

Biological or Chemical Release

BIOLOGICAL/CHEMICAL THREAT

During Emergency

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

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

Follow these directions:

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

Principal or Designee will:

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

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow the principal's or designee's direction.
2. If evacuating, wear an 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 to initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact the Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will deactivate the emergency by announcing: "This is the conclusion of all emergency services"
5. Students may return to the regular schedule.
6. If student release is necessary, follow the 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 the main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to the nearest safe location.

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering the area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/HazMat)

b. Contact District Office

c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team),

5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air),

6. Communicate with staff using intercom or megaphone.

Teachers will:

1. Shelter In Place and wait for the principal or designee's direction to evacuate.

2. Turn off the air handling system and cover vents with emergency blankets, using double-sided tape, This will impede the gaseous air from entering the room.

3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.

4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators. Be ready to report any missing or injured students.

5. If directed to evacuate, follow standard procedures

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

7. When able to initiate extra duties as assigned.

After Emergency:

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

2. Students may return to a regular schedule.

3. If student release is necessary, follow the release plan.

4. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

SEVERE WIND/WEATHER

When severe winds occur, Principal or Designee will immediately:

1. Contact District Office for further direction.

2. Assemble portions of Incident Command Teams to address hazards on-site such as broken windows, fallen power lines or trees.

3. Activation of Shelter In Place.

4. Evacuate any classrooms that are bearing the full force of the wind to the nearest safe location.

5. Cancel all scheduled outside events.

6. Monitor weather on a battery-operated radio.

7. Notify utility companies of any break or suspected break-in utility lines.

8. Stay in control of all site activities.

Teachers will follow procedures for Drop, Cover and Hold and Shelter In Place:

1. Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans.

2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".

3. If able to reach a safe building, assemble inside corridors and hallways.

4. Close windows, doors, blinds, and curtains.

5. Instruct students to "Drop, Cover, and Hold" crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.

6. Instruct students to stay away from windows and doors.

7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.

8. Follow any instructions given by the principal or designee regarding evacuation.

9. Wear orange or green vest to signal status of classroom

10. Be ready to report any missing, extra or injured students.

11. If able, check the status of "buddy".

12. If Sheltering In Place report any missing, injured or extra students.

13. When able, initiate additional duties as assigned.

If students are on a bus: Driver is instructed to pull the bus off-road and park under the underpass. After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.

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

3. Students may return to a regular schedule.
4. If student release is necessary, follow the plan.
5. Be prepared to provide input to the After Action Report that will be provided by the principal or designee.

Bomb Threat/ Threat Of violence

BOMB THREAT

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

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

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

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

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a backpack;

- A particular student that normally carries a nice quality backpack is carrying a different appearing one, either color or quality;
- A backpack that is ticking;
- A troubled student has left a backpack in the room and hasn't been seen for a while.

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

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

9. When able, initiate extra duties as assigned.

After Emergency:

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

Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off 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 the main office.
3. Move students to the nearest safe area.

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

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

After Emergency:

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

Disorderly Conduct

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

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

Principal or Designee will:

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

4. Be prepared to evacuate students and staff to safer locations.
5. Stay in control of all school activities until emergency personnel arrives.

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

Shelter in Place

1. Close all windows, lock doors, and turn off lights.
2. Turn off the television.
3. Do not evacuate if you hear a fire alarm.
4. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
5. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
6. Changes will be communicated to Activate A.L.I.C.E.
7. Alert: Teacher is alerted and may receive and provide the information needed to support incident and make decisions
8. Lockdown: a. Move students into a classroom or building b. Lock all doors c. Spread out within the room (do not huddle) d. Look for alternate escape routes (another door/window) e. Barricade the doors f. Do NOT open the door for anyone g. Dial 911 when safe
9. Inform: a. Continuation of Alert, pass on REAL-TIME information: who, what, where, when, how b. Communicate any manner you can
10. Counter: (Be Prepared) a. Make noise b. Move quickly c. Throw things d. Create distractions e. Swarm f. Distance
11. Evacuate/GET OUT: if you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!

After Emergency:

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

Earthquake

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismic activity, damaging earthquakes are expected, if not predictable, events. Every occupant and developer in 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 a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

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

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 2 - Local Disaster A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Barstow Unified School District to respond. The affected cities and the County of 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 the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare the State of Emergency, the district board can declare the same.

Emergency Phases

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

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

Prevention/Mitigation Phase

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

Preparedness Phase

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

Response Phase

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

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

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

Recovery Phase

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

response and recovery. In fact, planning for recovery should be a part of the response phase.

Yearly Principal Letter to Parents

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and other district facilities have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, the information will be given primarily through our Direct Connect telephone service. Additional information may be available through local radio stations.

District Release Policy

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or baby sitter, unless there is written permission to that effect or that particular person is listed on the student's Emergency Card in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office unless directed elsewhere on campus by posted signs.
- Sites will inform parents where the designated emergency assembly and release station will be set up if there has been an evacuation.

Please be assured, we are prepared to care for your students in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary, and if possible. It is essential that telephone lines be kept open for emergency calls.
- If you come to pick up your child, please be patient and orderly. We will release students as quickly as possible. Panic can spread very quickly if everyone does not remain calm.

During the school year, your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation. We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 909-888-1481 or visit them online at <http://www.americanredcross.org>. More information can be found at www.fema.org. If you have any questions or comments regarding our emergency preparations, please call the school office at (760) 255-6204.

Sincerely,

Principal

EARTHQUAKE

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

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

At 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 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 activates 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 an Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (in the classroom) will:

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

Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.

6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation.
 - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

Teachers and Staff (outside the building):

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

After Emergency

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

Explosion or Risk Of Explosion

FIRE/EXPLOSION

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

Fire in Surrounding Area

FIRE/EXPLOSION

If a fire or explosion occurs:

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

The Principal or Designee will:

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

Teachers will:

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

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 the main office.
4. If able, evacuate students to a nearest safe location.

The Principal or Designee will:

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

Teachers will:

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

Flooding

FLOOD

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

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

Teachers will:

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

After Emergency:

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

Loss or Failure Of Utilities

Notify School Office and follow evacuation procedures if necessary.

Motor Vehicle Crash

Motor Vehicle Crash If you are witness to the accident:

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

When accident occurs, Principal or Designee will immediately:

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

After Emergency:

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

Psychological Trauma

Report to school site administration and/or school counselor

Suspected Contamination of Food or Water

Report to school office personnel and school site administration Do not drink/eat the food or water until suspected contamination is determined safe.

Tactical Responses to Criminal Incidents

Contact emergency authorities.

Follow Active Shooter Drill Procedures.

Unlawful Demonstration or Walkout

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

1. Notify school office followed by the SRO or campus security
2. Notify Barstow Police Department
3. Move students away from danger to nearest safe location

Principal or Designee will:

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

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

Shelter in Place

1. Close all windows, lock doors, and turn off lights.
2. Turn off television.
3. Do not evacuate if you hear a fire alarm.
4. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
5. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
6. Changes will be communicated Activate A.L.I.C.E.
7. Alert: Teacher is alerted and may receive and provide information needed to support incident and make decisions
8. Lockdown:
 - a. Move students into classroom or building
 - b. Lock all doors
 - c. Spread out within the room (do not huddle)
 - d. Look for alternate escape routes (another door/window)
 - e. Barricade the doors
 - f. Do NOT open the door for anyone
 - g. Dial 911 when safe
9. Inform:
 - a. Continuation of Alert, pass on REAL TIME information: who, what, where, when, how
 - b. Communicate any manner you can
10. Counter: (Be Prepared)
 - a. Make noise
 - b. Move quickly
 - c. Throw things
 - d. Create distractions
 - e. Swarm
 - f. Distance
11. Evacuate/GET OUT: if you can safely evacuate to the relocation/rally point, do so. Do not remain on campus if you can safely leave. You Do Not Need Permission to evacuate: SAFETY FIRST! If safe, go!

After Emergency:

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

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

Emergency Evacuation Map

Room 33	Room 32	Room 31	Room 30	Room 29	Room 28	Room 27	Room 26
•Pratt	•Estrada	•Greensweight	•Flores	•Fisher	•Chay	•Krelovich	•Jones

Costodial Room

Room 23
•Post
Room 22
•Sharpe
Room 21
•Hollis
Room 20
•Valeriano
Room 19
•Swift
Room 18
•Brown Joseph
Restroom
<ul style="list-style-type: none"> • Girls • Boys • Handicap • Staff



Room 17
•Mendoza
Room 18
•Moon
Room 17
•Ramsey
Room 14
•Aton
Room 13
•Kemock
Room 12
•Yeager
Restroom
<ul style="list-style-type: none"> • Girls • Boys • Handicap • Staff



Library
<ul style="list-style-type: none"> •Diana Scorintino •Brenda Gamez

Kitchen

Teacher's Lounge
Room 2
• Hernandez, J
Room3
• Anderson
Room 4
• Muir

Room 11	Room 10	Room 9	Room 8	Room 7
•Capales	•Ramos	•Dominguez	•Comon	•Hernandez, O

Health/Discipline Office
<ul style="list-style-type: none"> • Renee Gonzales • Helen Ozuna

Guidance Office
<ul style="list-style-type: none"> • Brian Wiley • Martha Reyes • Peter Perez • Nohellia Villiarreal • Susan Gutierrez

Principal Office Attendance Office
<ul style="list-style-type: none"> • Eusebio Zavala • Officer George Gatti • Leticia Ortiz • Minerva Alejandro

Room 33

Room 32

Room 31

Room 30

Room 29

Room 28

Room 27

Room 26

Bus Pick Up/Drop Off Area

Area 8

Area 9

Costodial Room

Room 23

Room 22

Room 21

Room 20

Room 19

Room 18

Restroom

- Girls
- Boys
- Handicap
- Staff



Room 17

Room 18

Room 17

Room 14

Room 13

Room 12

Restroom

- Girls
- Boys
- Handicap
- Staff

Area 5

Library



Kitchen

Area 3

Teacher's Lounge

Room 2

Room3

Room 4

Area 2

Room 25

Room 24

Area 6

Area 4

Area 1

Room 11

Room 10

Room 9

Room 8

Room 7

Healthy/Discipline Office

Guidance Office

Principal Office
Attendance Office

Area 6

Area 7

Parent Drop Off

School Entrance

