Comprehensive School Safety Plan
SB 187 Compliance Document

School Year 2020-2021

School:	Walt Disney Elementary School
CDS Code:	19- 64337- 6011878
District:	Burbank Unified School District
Address:	1220 West Orange Grove Ave. Burbank, CA 91506-2016
Date of Adoption:	December 2019

COMPREHENSIVE SAFE SCHOOL PLAN

DATE: January 29, 2020
TO: Matt Hill, Ed.D., Superintendent
FROM: Molly Hwang, Principal

Walt Disney Elementary School
Comprehensive Safe School Plan
For the 2020/2021 School Year

In compliance with California law, our School Site Council (or Safety Committee), in partnership with the local police and fire departments and other stakeholders, have engaged in a systematic planning process that included assessing factors known to impact school safety.

As a result of these assessments, we have set two reasonable goals for the upcoming school year intended to support a safe and orderly campus conducive to learning. Each of these goals are included in the report and are supported by defined objectives and time specific tasks for accountability.

The entire plan was shared in a public meeting at our school on January 28, 2020, and is now being submitted for Board review.

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Senate Bill 187: Comprehensive School Safety Plan Purpose

Background

The development of a comprehensive school safety plan is mandated by California Education Codes 32280-32289 and guided by district policies. According to the education code, the School Site Council may delegate the writing of the plan to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher/BTA representative
- Parent Whose Child Attends the School
- Classified Employee/Burbank-CSEA representative

Upon completion of the plan, the public must be notified in writing of a meeting in order for the public to express an opinion on the plan. Please complete and submit the completed draft plan to the Superintendent or designee by December 15th of each year as the Board must review and approve each plan by March 1 each year. By July 1 each year, please include the four key elements of the plan into the School Accountability Report Card. The four elements include: *Personal Characteristics of Students and Staff, School's Physical Environment, School's Social Environment, and School's Culture.*

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session.

Mission

The Burbank Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Evidence-based strategies that establish schools as safe and caring places can include social emotional learning where impulse control, empathy, and interpersonal communication skills are taught with guided and independent practice scenarios. Schools that reframe how student with student, student with adult, and adult with adult interactions occur can ensure fairness, equity, and continuous improvement in both behavior and academic outcomes. BUSD continues to implement school-wide, group, and individual interventions like Positive Behavior Interventions and Supports (PBIS) and Second Step to help reframe policies, protocols, and practices at our schools.

Statement of Philosophy

The Burbank Unified School District desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which students and adults can feel safe and take pride in their school and their achievements. Modeling empathy, care, and respect, teaching interpersonal communication skills, engaging and empowering youth, and sincerely recognizing appropriate and expected behaviors in others are protective factors. Schools characterized by caring and respectful interpersonal relationships contribute to schools being caring, empathetic, safe and welcoming places to work, learn, and visit.

School Climate Components

Personal Characteristics of Students and Staff

The Walt Disney Elementary School's mission is to provide all students with a positive and challenging learning environment, which empowers them to become responsible, caring, and productive citizens of the world. A safe and caring school learning environment is essential for academic, social and emotional growth to occur for both students and staff. At Walt Disney Elementary School there is a partnership that exists between the school, home and Burbank community with all stakeholders participating in the education of our children. Walt Disney Elementary School believes that each individual plays an important role that contributes to the safety of our school community.

School's Physical Environment

Walt Disney Elementary School strives to create a physical environment that fosters collaboration, support, support in academics as well as social-emotional learning. Disney is the second smallest school in population, but smallest in terms of square footage, and we have creatively maximized every square inch for our students. During the day our four, Campus Supervisors monitor, supervisor and support play during recess and lunch. Our At Risk Interventionist is outside before school, during recess and lunch to help support positive conflict resolution and managing emotions during this play time. Our Custodial Staff keeps our grounds and restrooms clean and safe. Our Food Service staff provides healthy options for nutrition and lunch as well as maintains our ShareTable, to minimize waste.

School's Social Environment

Our role at Walt Disney Elementary School is to support students in developing responsible behaviors. We view inappropriate student behaviors as opportunities to positively intervene, to provide coaching, and to prompt problem-solving skills among our students. Children grow when they have knowledge and feedback about their actions, understand the reasons for rules, and have opportunities to practice appropriate behaviors.

WDE incorporates Second STEP and PBIS, Positive Behavior Supports and Interventions. This gives us a basis for dialogue with students on these issues while supporting our commitment to SOAR-Stay Safe, Offer Kindness, Accept Responsibility and Respect Others. Our school's communities hope is that by focusing on the positive that our students will emulate and focus on what they should be doing instead of what they should not be doing. This way attention is hyper focused on what is going right and will ultimately be embraced by all our students.

Additionally, the district provides a school psychologist one day a week, a behaviorist for half of one school day, a full time At-Risk Interventionist. The Burbank Family Service Agency provides counseling support on campus for students in need and authorized by parents.

School's Culture

Walt Disney Elementary School staff, students, parent groups and community resources play a crucial role in our students' safety, achievement and education. Our primary goal is to increase student safety, student achievement and time on task by ensuring a safe and orderly school environment at Walt Disney Elementary School. Our hope is that all groups take an active participatory role to support every child's educational success. Each individual of the school community will be provided with the necessary information to fully understanding the critical role each stakeholder plays. Listed below are just a few of the groups and our expectations of them as we all learn and work together to create a safe place for learning to occur here at Walt Disney Elementary.

DEFINITIONS

Action Plan – The plan prepared, containing the emergency response objectives of that SEMS level reflecting overall priorities and supporting activities for a designated period. The plan is shared with supporting agencies

Activate – Means, at a minimum, a designated official of the emergency response agency implements SEMS as appropriate to the scope of the emergency and the agency's role in response to the emergency.

Command Staff – Individuals with assignments and responsibilities under the Command function of the ICS organizational Structure. The Command Staff is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. Assignments are activated as needed and in correlation with the severity of the incident, the IC can perform any or all of the Command Staff roles if the situation warrants.

Emergency Operations Center (EOC) – A location (established at the District Level) from which centralized emergency management can be performed.

Emergency Response Agency – Any organization responding to an emergency, or providing mutual aid support to such an organization, whether in the field, at the scene of an incident, or to an operations center.

Emergency Response Personnel – Personnel involved with an agency's response to an emergency.

General Staff – Individuals with assignments and responsibilities under the Operations, Planning/Intelligence, Logistics, or Finance/Administration functions of the ICS organizational Structure. The Command Staff is composed of the Operations Chief, Planning/Intelligence Chief, Logistics Chief, Finance/Administration Chief, and their subordinates. General Staff Chiefs and their subordinates are activated as needed and in correlation with the severity of the incident.

Incident – An occurrence or event, either human-caused or 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.

Incident Command Post (ICP) – When an emergency or crisis impacts a school, an Incident Command Post is established by the Command Staff. An ICP is always located at the field or school site level. It is a designated location where the Incident Commander and his/her emergency crisis team can gather to manage the incident, report information, track status of incident, and organize the response. Generally, an ICP is located in a multi-purpose room, gymnasium, parking lot, or on an athletic field.

Incident Command System (ICS) – The nationally used standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

Local Agency – Any city, city and county, county, county office of education, community college district, school district, or special district.

Local Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city, caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy, which are or are likely to be beyond the control of the services, personnel, equipment, and facilities of that political subdivision and require the combined forces of other political subdivisions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

Multi-agency or Interagency Coordination – The participation of agencies and disciplines involved at any level of the SEMS organization working together in a coordinated effort to facilitate decisions for overall emergency response activities, including the sharing of critical resources and the prioritization of incidents.

Mutual Aid – Voluntary aid and assistance by the provision of services and facilities, including but not limited to fire, police, medical and health, communication, transportation, and utilities. Mutual aid is intended to provide adequate resources, facilities, and other support to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation.

Mutual Aid System – The system which allows for the progressive mobilization of resources to/from emergency response agencies, local governments, operational areas, regions, and the state with the intent of providing adequate resources to requesting agencies. The California mutual aid system includes several discipline specific mutual aid systems (e.g., fire and rescue, law enforcement, medical and public works) that are consistent with the Master Mutual Aid Agreement. All mutual aid systems and agreements shall be consistent with SEMS and the Master Mutual Aid Agreement.

Operational Area – An intermediate level of the state emergency services organization, consisting of a county and all political subdivisions within the county area.

School District – Any and all public school districts, regardless of kind or class, except a community college district. School district includes those districts defined in sections 80 through 87 of the Education Code.

State of Emergency – The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, drought, sudden and severe energy shortage, plant or animal infestation or disease, the Governor's warning of an earthquake or volcanic prediction, or an earthquake, or other conditions, other than conditions resulting from a labor controversy or conditions causing a "state of war emergency," which, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single county, city and county, or city and require the combined forces of a mutual aid region or regions to combat, or with respect to regulated energy utilities, a sudden and severe energy shortage requires extraordinary measures beyond the authority vested in the California Public Utilities Commission.

State of War Emergency – The condition which exists immediately, with or without a proclamation thereof by the Governor, whenever this state or nation is attacked by an enemy of the United States, or upon receipt by the state of a warning from the federal government indicating that such an enemy attack is probable or imminent.

Components of the Comprehensive School Safety Plan (EC 32281)

Walt Disney Elementary School Safety Committee

The School Site Council may delegate the task of writing the Comprehensive School Safety Plan to a Safety Planning Committee as long as the committee is made up of the school principal/designee, a teacher/BTA representative, a parent of a child who attends the school, and a classified employee who represents the Burbank-CSEA and other members if desired.

Assessment of School Safety

As per BUSD AR 0450, an assessment of the current status of school crime at the school and at school-related functions may include but not be limited to, local crime reports, suspension/expulsion rates, and student/staff/parent/guardian surveys regarding their perception of safety. Additional data may include, office referrals, attendance rates / SARB data, local law enforcement juvenile crime data, property damage data or other related data.

Campus Crime

Assessed By:	Molly Hwang
Date Assigned:	8/12/2019
Date Due:	11/05/2019

This assessment calls for an accounting of the number of crimes that occurred on campus or at school related functions.

Number/type of crimes on campus from the previous school year to date.

Includes crimes that might not have been reported to police such as vandalism. DO NOT include crimes such as child abuse reports that were reported by the school but did not occur on the campus. Use simple terms for "type of crime" such as vandalism and theft. Some of this data may be accessed by running a query for suspensions and selecting vandalism and theft.

Number of Crimes: 19

Type(s) of Crime:

Assualt (3), Fraud (2), Drugs & Alcohol (7), Theft/Larceny (3), Vandalism (2), Motor Vehicle/Theft (1), Robbery (1)

Number/type of crimes occurring near campus impacting safe arrival/departure.

There may be times when there is a concerning crime or crime trend near your school. In this case, BPD will reach out to the principal. If there is ever a concern near campus you feel isn't being addressed, please contact BPD.

Number of Crimes: 26

Type(s) of Crime:

Theft (39), Motor Theft (19), Assault (13), Burglary (8), Drugs/Alcohol Violations (29), DUI (3), Vandalism (14), Robbery (3), Fraud (19) , Weapons (3) and Sex Crimes (1).

DESIRED CHANGE

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here. Keep in mind a desired change could include improving the method of gathering crime related data.

No

Evaluation of Previous Goals

"PEOPLE" RELATED GOAL/ACTION PLAN(S)

After assessing a specific factor known to impact campus safety, we identified an area of desired and reasonable change or improvement for the past school year.

Goal

Walt Disney Elementary School will notify all staff of dangerous pupils on a monthly basis, and the classroom teacher and other staff assigned to that class on the day the incident occurs.

Action Plan(s)
How will it be accomplished
Task(s)

Print out students and include the offense that was committed, and share at the monthly faculty meeting, as well as with support staff on a monthly basis.

Responsible Person(s)
By name and title

Molly Hwang, Principal,

When will it/they be accomplished?

February 2019, and continue on an on-going basis each month.

What is the status of this goal?

This goal is complete and has been added when the suspensions occur.

"PLACE" RELATED GOAL/ACTION PLAN(S)

After assessing a specific factor known to impact campus safety, we identified an area of desired and reasonable change or improvement for the past school year.

Goal

Walt Disney Elementary School will purchase safety equipment to store in our emergency bin to use in the event of an emergency.

Action Plan(s)
How will it be accomplished
Task(s)

Purchase the following safety equipment: one generator, lanterns and glow sticks, sunshades and painters' drop cloths for students to sit on during drills and emergencies.

Responsible Person(s)
By name and title

Molly Hwang, Principal, Safety Committee, and Parent/Community Donations

When will it/they be accomplished?

August of 2019

What is the status of this goal?

This goal was partially met from the previous year goals due to limited funding, and will be suggested as a goal for the upcoming school year.

Existing Programs and Procedures

This assessment is an opportunity to take credit for the hard work and innovative programs already in place at your school. You may give a brief description of the program and include the estimated number of participants. Frequently, one of your goals for the upcoming year will be to boost attendance or participation in one or more of these programs.

Some things you might include:
COMMUNITY PARTNERSHIPS, AFTERSCHOOL PROGRAMS, SCHOOL CLUBS, PARENT ORGANIZATIONS, PEACE BUILDERS, DARE, SCHOOL GOVERNMENT, KINDNESS WEEK, MENTORING PROGRAMS, ANTI-BULLYING CAMPAIGN, VALET, VOLUNTEERS, COUNSELING PROGRAMS, COMPUTER/VOCATIONAL PROGRAMS, ARTS/SPORTS PROGRAMS, SAFETY COMMITTEE, SSC.

Program/Procedure	# Participating
Safe Valet	52
Second Step	435
Positive Behavior Intervention Supports (PBIS)	435
Raptor Visitor Management	2
Safety Features-Buzzer, Video	Too Many To Count
Walkie-Talkies with Admin Staff and Playground Supervisors	11
Around the Bell	67
Red Ribbon Week	452
Young StoryTellers-Script To Stage and Day of the Writer	20
PTA Room Parent Volunteers	18
PTA	35 for 8 Meetings
English Language Advisory Committee	15 for 6 Meetings
School Site Council	10 for 4 Meetings
Student Council	18 for 4 Meetings
Disney Dreams	0
School Tours	75
Outdoor Science School	75
Dress Up Days	4,000
DELAC Meetings	20
Dual Immersion Parent Advisory Meetings	2
GATE Parent Advisory Meetings	10
Student Photographers at Events	7
Disney Dads	45

Program/Procedure	# Participating
Dia De Lost Muertos Ball	900
Multicultural Night	500
Halloween Parade	1,540
School Assemblies	444 for 3 assemblies
Student of the Month Assemblies	3,000
Trimester Award Asesmblies	3,500
Burbank Family Service Agency	5
Dental Clinic	435
Makerspace Mondays	1,140
Patriot Day Assembly	550
Back to School Night	600
PTA's Book Fair	2,000
Booster's Jump-a-thon	450
Read Across America	450
Open House	650
GATE Lunch Events	50
Chuck E. Cheese Night	200
Spring Dance	800
Reading Together Community Partner with Walt Disney, Inc.	735
Small Groups with At Risk Intervention Specialist	30
Individual Meetings with At Risk Intervention Specialist	7
PTA's Dads and Donuts	400
PTA's Muffins with Moms	350
Science Night	350
Science Fair	350
Holiday Concert	1,500
PTA's Whhooo's Read-a-thon	435
Restaurant Nights	75

Existing Resources

Assessed By:	Addys Gonzalez and Brooke Schwartz
Date Assigned:	11/5/2019
Date Due:	12/05/2019

This assessment identifies readily available resources (both funding and person-power) you have to help you set and achieve realistic goals. You may want to conduct a parent or student survey to find out who involved with your campus has special skills such as construction, technology, first-aid, etc.

We have provided some ideas but there are likely more to add. You should give a brief description of the resource and how it might be used. You don't want to set goals that are unattainable due to lack of available resources. Some things you might include are: GRANTS, COMMUNITY PARTNERSHIPS (i.e., Burbank Arts For All, Burbank Business Partners, Burbank Educational Foundation),, FUNDS FROM PTA OR BOOSTER CLUBS, PARENTS WITH SPECIALIZED SKILLS or CONNECTIONS, etc.

Parent Teacher Association, Parent Donations, Restaurant Nights, Gifts from Walt Disney Company and parent donations.

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

BP 5141.4 http://gamutonline.net/district/burbank/DisplayPolicy/1036810/5
AR 5141.4 http://gamutonline.net/district/burbank/DisplayPolicy/1036811/5

On an annual basis all BUSD employees are required to complete a Mandated Reporting training.

Definition of Child Abuse: Any conduct, acts, or omissions that endanger a child's physical or emotional health and development. A child is under 18 years of age.

Types of child abuse:

- **Physical abuse – non-accidental act resulting in injury;** cutting twisting limbs**,** shaking, hitting, beating, burning, biting, or any other extreme physical mistreatment. (report to Burbank Police Department, BPD-see below for details)
- **Sexual abuse -** incest, any forced sexual activity, exposure to sexual stimulation not appropriate of the child's age, sexual exploitation of a minor. (report to BPD)
- **Neglect – negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury has occurred;** pattern of failure to provide for the child's emotional needs. (report to Department of Children & Family Services, DCFS 1-800-540-4000)
- **Emotional abuse -** constantly blaming or demeaning; excessive yelling or shaming; frequently interacts with child in hostile manner. (report to DCFS 1-800-540-4000)

NOTE: It is not up to the reporter to investigate or decide if the child's complaint is valid or not. All BUSD employees are mandated reporters, and must:

- Report suspected child abuse immediately
- Prior to calling, make sure to have all information needed to complete the written Suspected Child Abuse Report, (SCAR) http://ag.ca.gov/childabuse/pdf/ss_8572.pdf
- **Contact site administrator for assistance >** If the mandated reporter has any question – call DCFS- they will advise the mandated reporter.
  - If possible, make report in presence of site administrator or inform site administrator that you are making a report.
  - Site administrator can cover class so reporter can leave their classroom. DCFS handles only in-home abuse.
  - **Physical Abuse and Sexual Abuse – if child is in immediate physical danger** report to BPD. All schools call BPD (818) 238-3000.
    - Complete on-line SCAR found at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf and hand deliver to officer (does not need to be in an envelope) or contact DCFS and complete on-line form, see next line below.
  - **Neglect and Emotional Abuse** – if child is not in immediate danger report to DCFS 1(800) 540-4000. They will give you a 19-digit number to be used to complete the on- line SCAR at https://mandreptla.org/index.asp?OpenStatus=Return
    - **Items below apply to all reports:**
      - In the field, Mandated Reporter Category, insert "Educator"
      - Once completed, print and sign the form
      - Send a copy of all SCAR's in a sealed envelope to the Director of Student Services
        - Student Services shall complete annual statistical report to the Los Angeles County Office of Education
      - Reporter may keep a copy but the document **must be kept confidential.**
      - **SHALL NOT** be placed in cum or with any other student records
        - Administrator may keep a separate secure file for child abuse reports

If you have ANY questions or problems with reporting, call Student Services (818) 729-4502.

California Penal Code 11174.3
"School Interview Law"

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child**'s home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**. The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the **interview**. The member of the staff so present shall not discuss the facts or circumstances of the case with the **child**. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** may decline the request to be present at the **interview**. If the staff person selected 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Assessment Sheet for the Mandated Child Abuse Reporting Policy on Next Page.

Child Abuse Reporting Assessment

Assessed By (Name & Title):	Molly Hwang
Date Assigned:	11/5/2019
Date Completed:	12/06/2019

This assessment is tied to the fact that child abuse, as well as all other forms of domestic violence, frequently manifests as violent behavior on campus. It is important that all staff members understand their responsibilities as mandated reporters and are sufficiently trained in recognizing and responding to the signs of abuse.

Current District policy/procedure reviewed? **Date** How? (Staff meeting? Pre-school meeting?)	Yes

Please email Mandated Child Abuse Reporting form to all faculty and staff members. Date Sent:	Yes
All Staff are trained on the mandated reporting requirements and procedures using Target Solutions Online Child Abuse Mandatory Training.	

Staff trained in procedure to comply with Penal Code Section 11174.3 regarding interviewing child abuse victims on campus? http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN&sectionNum=11174.3	Yes

Area of Desired Change

Based on the above information have you determined the need to make any changes in staff notification or training?
If yes, briefly detail the desired change here.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street — City — Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS — Street	City	Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE			TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip		TELEPHONE ( )	
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip		TELEPHONE ( )	

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

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

Disaster Plan (See Appendix C-F)

BP 3516 Business and Noninstructional Operations

Emergencies and Disaster Preparedness Plan

The Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

BP 3516 http://gamutonline.net/district/burbank/DisplayPolicy/477337/3
AR 3516 http://gamutonline.net/district/burbank/DisplayPolicy/477338/3
AR 3516.1 http://gamutonline.net/district/burbank/DisplayPolicy/477339/3
E 3516.1 http://gamutonline.net/district/burbank/DisplayPolicy/477340/3

Public Agency Use of School Buildings for Emergency Shelters

Procedures exist to allow the American Red Cross, Burbank Fire Department and Burbank Police Department to use the school buildings, ground, and equipment for mass care and welfare shelters during disasters or other emergencies.

Assessment Sheet for the Disaster/Earthquake Plan Policy on Next Page.

Disaster/Earthquake Plan Assessment

Assessed By (Name & Title):	Lesli Melchor, Hilde Garcia, Maria Madera, Gricelda Pelayo, Nicole VanGorder, Glenda Gonzalez
Date Assigned:	11/05/2019
Date Completed:	12/06/2019

Your task is to review related policy specific to each assignment (Incident Commander, Medical, Search & Rescue) and make sure all required or recommended tools/supplies are in place and serviceable. This is a good annual project for parent volunteers.

Please include verification of who has access to your disaster bin/supplies, that there is a fresh water supply, and that all radios are functioning.

1. Do you have a procedure for reacting to an earthquake? **Do you regularly train DROP, COVER, and HOLD ON followed by an evacuation and setting up task stations?**	Yes

Determined equipment needed: extra batteries and a generator, lanterns and glow sticks, sun shades. Emergency Bin is very difficult to open.

2. Incident Command, Search & Rescue, Medical/First Aid **Were all of the required/recommended supplies in place and serviceable for each task?** If no, BRIEFLY add what was missing or unserviceable.	No

Need 2 new watches and new walkie-talkies for team as 3 were not working correctly.

Have the members of each team (Incident Command, Search & Rescue, and Medical) received adequate training? If no, BRIEFLY describe desired training.	Yes

3. Communications Plan **Do you have a plan for communicating with students/staff? Parents? District Administration? And have you tested it? (Ex. Remind 101, group text, email, all call, etc.)** If no, BRIEFLY describe plan for improvement.	Yes

4. ADA Compliance/Special Needs **Do you have a plan for accommodating students or staff with known special needs during a disaster? (Ex: moving someone in a wheelchair down the stairs, visual alerts for DHH students, etc.)** If no, BRIEFLY describe a plan for improvement.	No

Need clear, specific plan for special needs students prior to emergency drill and passed on from teacher to teacher.

Area of Desired Change

Briefly detail desired change here.

This committee also used the notes collected during the emergency drills that included the Incident Command Post, First Aid Team and Search and Rescue notes, and have been attached to the this plan as emergency recommendations. After reviewing policy and procedures, inform staff that after an earthquake the door should be left closed but unlocked. Provide alternates for all emergency positions, need to establish a clear morgue, and create and review explosion/risk of explosion procedures. Also, provide First Aid Training to entire staff and include training on site procedures

for our staff in charge of our after school programs of ASES and ATB.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

These guidelines are from the Burbank Unified School District Board policies and Administrative Regulations.

Burbank USD BP 5144.1 Suspension and Expulsion /Due Process

BP 5144.1 http://gamutonline.net/district/burbank/DisplayPolicy/1036812/5
AR 5144.1 http://gamutonline.net/district/burbank/DisplayPolicy/1036813/5

Assessment Sheet for the Suspension/Expulsion Procedures and Policy on Next Page.

Suspension/Expulsion Assessment

Assessed By (Name & Title):	Molly Hwang
Date Assigned:	12/05/2019
Date Due:	12/06/2019

This assessment is designed to assure your school is compliant with suspension and expulsion rules and that the rules are consistent with District averages. Your task is to read BUSD suspension & expulsion procedures and then obtain suspension/expulsion numbers from your school as well as other campuses. You DO NOT need to obtain students' names or other specific information regarding suspensions/expulsions.

The following data can be found on the Student Services Google drive, under Discipline. There is data on previous years and the current year.	
Your school number of suspensions in the previous school year:	5
District average number of suspension for the previous school year: Only from the same grade levels as your school - Elementary Schools / Middle Schools / High Schools	36

Reason for suspensions
Give a brief account of behavior(s) leading to suspensions, i.e. "Behavior, "Crime," etc.

Suspension given for physical injury and for dangerous object

What are the two most common Ed Code violations for suspensions?

Physical Injury

Your number of expulsions in the previous school year: Same rule as suspensions	0
District average number of expulsions for the previous school year: Same rule as suspensions	5

Reason for expulsions
Same rule as suspensions

N/A

Did you review suspensions/expulsions among subgroups? Homeless/foster/special ed, etc.?

No

Desired Change

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

We want to stay the same or reduce the number of suspensions for the 2019-2020 school year.

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

Please refer to the sample *Notifying Teachers of Dangerous Pupils* form as well as EC 49079.

49079.

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

BURBANK UNIFIED SCHOOL DISTRICT

Confidential Memo

You are hereby also informed of your responsibility to hold this information in strict confidence. Discussion of this information outside of this process could result in a violation of Federal and State laws concerning the privacy rights to students. If you have specific questions or concerns you may discuss them with the principal or designee.

Suspension or Expulsion Notification

This is to inform you that _____was _____from school effective _____through _____ for the following Education Code violation(s):

E.C. 48900	**E.C. 48900.2**
☒ **(a1)** Fighting ☐ **(a2)** Battery	☐ Sexual Harassment
☐ **(b)** Possessed dangerous object	**E.C. 48900.3**
☐ **(c)** Controlled substance/alcohol	☐ Hate Violence
☐ **(d)** Look-a-like controlled substance	**E.C. 48900.4**
☐ **(e)** Robbery/extortion	☐ Severe and pervasive threats and intimidation
☐ **(f)** Vandalism/ damage to school property	**E.C. 48900.7**
☐ **(g)** Theft	☐ Terrorist threats
☐ **(h)** Tobacco	
☐ **(i)** Profanity/vulgar or obscene act	**E.C. 48915**
☐ **(j)** Drug paraphernalia	☐ **(a1)** Serious physical injury
☐ **(k)** Disruptive/defiant behavior	☐ **(a2)** Possession: knife, explosive, dangerous object
☐ **(l)** Received stolen property	☐ **(a3)** Controlled substance
☐ **(m)** Imitation firearm	☐ **(a4)** Robbery or extortion
☐ **(n)** Sexual assault or battery	☐ **(a5)** Assault/battery school employee
☐ **(o)** Harassed/threatened witness	
☐ **(p)** Sale of soma	**E.C. 48915**
☐ **(q)** Hazing	☐ **(c1)** Possessing, selling, furnishing firearm
☐ **(r)** Bullying	☐ **(c2)** Brandishing a knife at another person
☐ **(s)** A student 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: 1-While on school grounds; 2-While going to or coming from school; 3-During lunch period whether on or off campus; 4-During, or while going to or coming from a school sponsored activity.	☐ **(c3)** Selling a controlled substance
☐ **(t)** Aiding and abetting	☐ **(c4)** Committing or attempting sexual assault or battery
	☐ **(c5)** Possession of an explosive

If you have any questions regarding this suspension please contact me at **Extension ------**.
Per Education Code 49079, this information is given in confidence and should not be further disseminated by the teacher.

_____
Administrator

Susp Notification to Teachers 10/23/2013

Assessment Sheet for the Notification of Dangerous Students Policy on Next Page.

Procedures to Notify Teachers of Dangerous Pupils Assessment

This assessment to be conducted by Principal or Administrator Only!

Assessed By (Name & Title):	Molly Hwang
Date Assigned:	11/5/2019
Date Completed:	12/6/2019

Your task is to review Ed Code 49079 related to Notifying Teachers of Dangerous Pupils, as well as the sample form for this action, which is found on the previous pages.

How are teachers notified when students return from Community Day School?

Teachers are provided with an email or personal contact from the principal upon the students return to school after a suspension. All staff is notified monthly about students and the reason for the suspension.

How is the student supported?

- **Is counseling offered?**
- **Are there periodic check-ins?**
- **Is there academic counseling?**

Support is individualized based on the need, and the reason for the suspension.

DESIRED CHANGE
Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

Once a month at faculty meetings, the principal will generate a list of students who have been suspended and share the offense so staff is aware of the dangerous students. Classroom teacher and other staff involved with the particular students will be notified on the day the offense occurred.

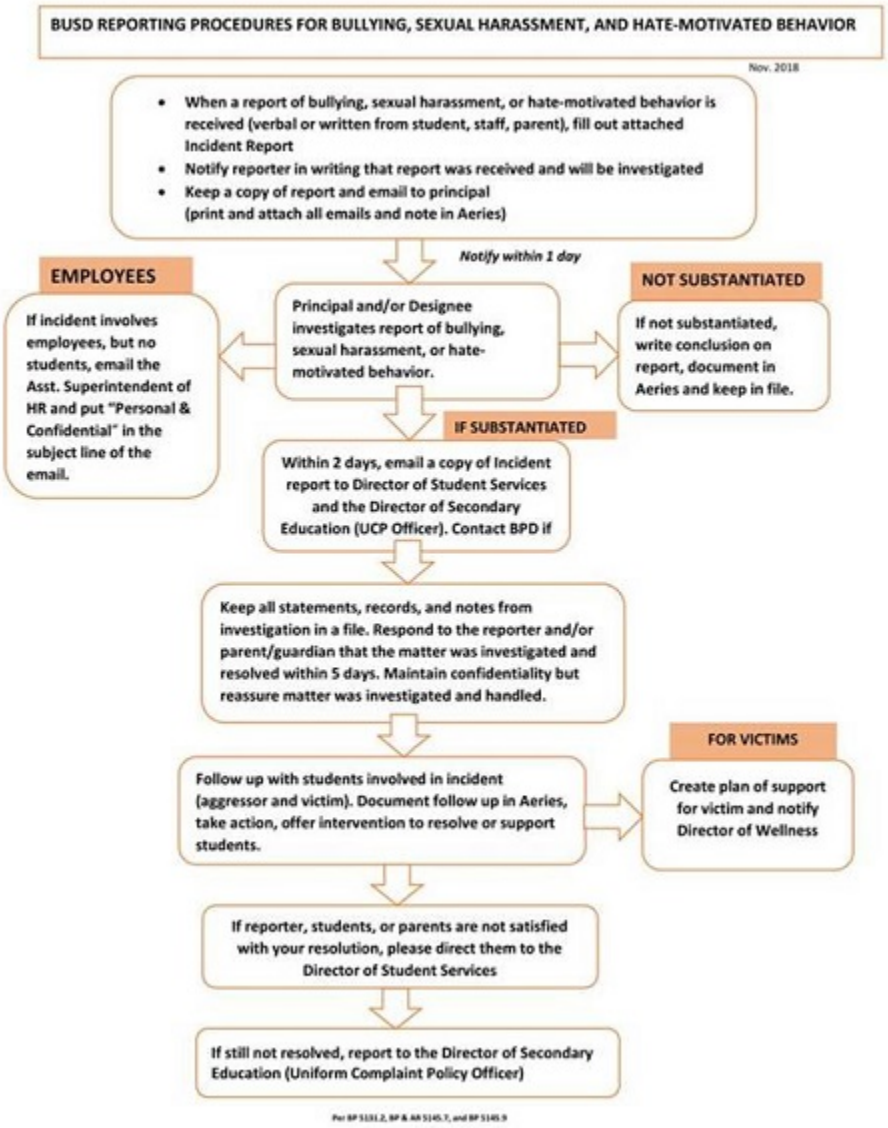
(E) Discrimination, Harassment & Bullying (EC 212.6 [b])

Discrimination
BP 5145.3 http://gamutonline.net/district/burbank/DisplayPolicy/943563/
AR 5145.3 http://gamutonline.net/district/burbank/DisplayPolicy/1054744/

Sexual Harassment
BP 5145.7 http://gamutonline.net/district/burbank/DisplayPolicy/477753/5
AR 5145.7 http://gamutonline.net/district/burbank/DisplayPolicy/1054745/5

Personnel Sexual Harassment
BP 4119.11 http://gamutonline.net/district/burbank/DisplayPolicy/477468/4
AR 4119.11 http://gamutonline.net/district/burbank/DisplayPolicy/528553/4

Bullying
BP 5145.9 http://gamutonline.net/district/burbank/DisplayPolicy/477757/5
BP 5131.2 http://gamutonline.net/district/burbank/DisplayPolicy/1054760/5


BUSD REPORTING PROCEDURES FOR BULLYING, SEXUAL HARASSMENT, AND HATE-MOTIVATED BEHAVIOR
Nov. 2018
• When a report of bullying, sexual harassment, or hate-motivated behavior is received (verbal or written from student, staff, parent), fill out attached Incident Report
• Notify reporter in writing that report was received and will be investigated
• Keep a copy of report and email to principal (print and attach all emails and note in Aeries)
Notify within 1 day
EMPLOYEES
If incident involves employees, but no students, email the Asst. Superintendent of HR and put "Personal & Confidential" in the subject line of the email.
Principal and/or Designee investigates report of bullying, sexual harassment, or hate-motivated behavior.
NOT SUBSTANTIATED
If not substantiated, write conclusion on report, document in Aeries and keep in file.
IF SUBSTANTIATED
Within 2 days, email a copy of Incident report to Director of Student Services and the Director of Secondary Education (UCP Officer). Contact BPD if
Keep all statements, records, and notes from investigation in a file. Respond to the reporter and/or parent/guardian that the matter was investigated and resolved within 5 days. Maintain confidentiality but reassure matter was investigated and handled.
Follow up with students involved in incident (aggressor and victim). Document follow up in Aeries, take action, offer intervention to resolve or support students.
FOR VICTIMS
Create plan of support for victim and notify Director of Wellness
If reporter, students, or parents are not satisfied with your resolution, please direct them to the Director of Student Services
If still not resolved, report to the Director of Secondary Education (Uniform Complaint Policy Officer)

INCIDENT REPORT

Bullying **Sexual Harassment** **Hate-Motivated Behavior**

(Please circle one and email to school principal or designee within 1 day)

Nov. 2018

DATE OF REPORT: _____ **SCHOOL:** _____

METHOD OF REPORTING (circle one) EMAIL PHONE OTHER

STUDENT ID# TARGETED: _____

STUDENT ID# (S) INVOLVED: _____

PERSON(S) REPORTING: _____

RELATIONSHIP TO STUDENT: _____

DATE: _____ **AND METHOD OF RESPONSE TO REPORTER:**

(circle one): EMAIL PHONE

DESCRIPTION OF INCIDENT:

_____

_____

_____

ACTIONS TAKEN: _____

_____

_____

FOLLOW UP: _____

_____

_____

Incident Report Completed by: _____ _____

printed name signature

1

**Bullying is unwanted, aggressive behavior among school age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include an imbalance of power, and repetition.

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)

The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Discrimination, Harassment & Bullying Assessment

Assessed By (Name & Title):	Maria Gonzalez and Molly Hwang
Date Assigned:	11/5/2019
Date Due:	12/6/2019

Your task is to review related BUSD and make sure all required training, forms, materials are up to date.

Was the current version of District policy reviewed? If no, please provide a brief description why the policy was not reviewed.	Yes
Is your school compliant with required/recommended training? If no, please describe desired change	Yes
Is your school compliant with required/recommended forms/materials? If no, please describe in desired change	Yes

Desired Change

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

Based on the review of BUSD materials, conversations with staff, parents and students of the desired changes we would like to see would be:

1.Continued communication from both the school site, and BUSD regarding available student and family resources.

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

BP 5132 http://gamutonline.net/district/burbank/DisplayPolicy/477708/5
AR 5132 http://gamutonline.net/district/burbank/DisplayPolicy/477709/5

Student Gangs
BP 5136 http://gamutonline.net/district/burbank/DisplayPolicy/477712/5
AR 5136 http://gamutonline.net/district/burbank/DisplayPolicy/477713/5

Personnel Dress and Grooming
BP 4219.22 http://gamutonline.net/district/burbank/DisplayPolicy/477479/4

Uniforms
BP 5132.1 http://gamutonline.net/district/burbank/PolicyCategoryList/2262/5
AR 5132.1 http://gamutonline.net/district/burbank/DisplayPolicy/477711/5

Assessment Sheet for the Dress Code Policy on Next Page.

Dress Code Assessment

Assessed By:	Kelly McNutt, Nien Ta, Silvia Solares and Erin Marino
Date Assigned:	11/5/2019
Date Completed:	12/6/2019

Please read the Dress Code Policy, links are provided on the previous page. For this assessment we are primarily concerned with clothing that could incite hate or violence (rather than short shorts, etc.) This includes any expectations/requirements of staff, and also the displaying of BUSD ID on each staff member.

Did you review the policy? If no, give a brief description why not.	Yes

In Aeries, query the number of documented Dress Code violations for 2018-19.

How many violations were reported during the previous school year?	2

How do you handle situations where students are wearing clothing that might include hate speech or incite violence, etc.?

We send the student to the nurse's office to give alternate clothing to change into, or we call the students' parents to bring new clothing or shoes.

How can you encourage students to wear clothing that promotes a positive school climate?

Disney provides an eagle incentive for the students to wear our school spirit wear each week.

How can you encourage staff to wear their BUSD ID at all times when on campus?

Remind staff that wearing the badge is mandatory for school safety and provide them with the information to replace if lost or broken. This should be provided to our employees at no cost due to being required to wear.

Area of Desired Change

Based on your research and reflection, do you have any recommendations regarding the school dress code?

No

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

Safe Ingress/Egress Assessment

Assessed By:	Juliana Sanchez, Amanda Pumilia and Elizabeth Frederiksen
Date Assigned:	11/05/2019
Date Due:	12/6/2019

This assessment addresses how students and staff enter and exit the school.

Best practice would be to minimize entry and exit points for the purpose of monitoring those points during high use times. It is recommended to use the **NCEF Campus Access Assessment Tool** for this task (www.ncef.org/pubs/accesscontrol.pdf), dividing the tool among two or more assessors. It is also suggested to have safety team members/volunteers use the **CSG Traffic Survey** for this assessment

How many open ingress/egress points to the school?

Eight

Are these access points easily monitored by one or more staff members?

Yes, either by a buzzer system, keypad system or lock system.

Desired Change(s)

Based on the information from your assessment have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

After reviewing BUSD's Policy and procedures, the team found the need to update the Kindergarten yard with the following suggestions: Fencing is open to 1st grade classrooms and needs to be secure. Lights near classroom doors are not on an automatic timer near rooms, 1, 2, 4, 5, 9 and 10. The two sheds by the cafeteria, as well as Booster Club and Earthquake bins, do not having fencing enclosing them and students could hide in those areas. Custodian currently leaves door to dumpster open and unlocked for easy access during the day and is a safety concern. Recycle dumpster is not enclosed and lid is kept open all day by custodian.Garden has many hiding areas. Fence behind Room 19 is only 6 feet tall and provides easy entry for unsecured access. Area behind rooms 15-18 open for hiding behind without supervision.

Traffic Safety Survey

For many campuses, “drop-off” and “pick-up” times can be an extremely dangerous convergence of cars and kids. This survey is designed to assess the scope of your school’s potential danger in order to more efficiently respond to the problem.

How this works: Volunteers print out to this form and count the number of traffic violations at your primary drop-off and pick-up points. The survey should last about a week, taking no more than 10 to 15 minutes in the morning and afternoon. It IS NOT the surveyor’s job to enforce laws or confront violators. You are just establishing some baseline numbers to consider in your safe school planning process. At the end of the week, add up the violations and divide by the number of days in the survey to establish drop-off and pick-up averages. Place those averages on the digital form that gets returned to the Principal.

Dates Surveyed	11/19/19-11/22/19 and 12/09/19-12/12/19
Surveyor(s)	Maria Gonzalez and Amanda Ybarra

Double Parking	**Drop-off Average**	**Pick-up Average**
	0	1

Driving on the Wrong Side of the Road	**Drop-off Average**	**Pick-up Average**
	0	0

Cell Phone	**Drop-off Average**	**Pick-up Average**
	0	0

Unsafe Pedestrian Crossing	**Drop-off Average**	**Pick-up Average**
	5	4

Dropping Off/Picking Up While Blocking Traffic or Crosswalk	**Drop-off Average**	**Pick-up Average**
	1	1

Parking Violations (Red Zone, Fire Hydrant)	**Drop-off Average**	**Pick-up Average**
	3	2

Unsafe Speed	**Drop-off Average**	**Pick-up Average**
	3	2

U-Turns	**Drop-off Average**	**Pick-up Average**
	1	2

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

The policy, procedures, assessments, gaps identified, goals set and achieved, all contribute to the state's requirement for a safe and orderly school environment conducive to learning.

Self-Initiated Assessment

Assessed By:

Date Assigned:

Date Due:

Sometimes you will have a concern on your campus that impacts safety that is not covered under the Ed Code. In this instance you may use this evaluation form to do a self-initiated assessment.

What is being assessed?

Is there a policy for this?

Identify the gaps in this and recommend a desired change.

Desired Change

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

Student Conduct Code: Reference BUSD AR 5144 Student Discipline and BP 5144 Student Discipline

Conduct Code Procedures Reference BUSD AR 5144 Student Discipline and BP 5144 Student Discipline

BP 5144 http://gamutonline.net/district/burbank/DisplayPolicy/477739/
AR 5144 http://gamutonline.net/district/burbank/DisplayPolicy/477740/

Assessment Sheet for the School Discipline Rules and Procedures on Next Page.

School Discipline Rules & Procedures Assessment

Assessed By (Name & Title):	Bridget Highfill, Alma Flores, Setaporn Michelman and Sonia Angulo
Date Assigned:	11/5/2019
Date Due:	12/06/2019

This assessment is designed to identify behavioral trends as well as to assure student are being treated fairly within disciplinary practices.

Were disciplinary policy and procedures reviewed? If no, provide a brief explanation why.	Yes

Based on your review, is your school in compliance with disciplinary policy and procedures? Consider any required training, reporting documents, etc. If no, describe in desired change.	Yes

Number of disciplinary office referrals in the previous school year: Only the numbers. You should not ask for or get students names.	N/A
District average of disciplinary office referrals in the previous year: As compared to the same grade level schools	----------
After reviewing disciplinary data did you notice any trends or patterns?	No
Were any subgroups surprising?	No
Were disciplinary issues occurring in any particular areas or locations?	No
Are there any proactive strategies you could implement?	Yes

Desired Change

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

Yes, determined the need to create a District model discipline matrix, as one currently does not exist. Include student surveys from elementary school to the annual climate survey. Restorative Justice Program in currently not in place as outlined in Board Policy. Need to put together a litter patrol as part of a community service as part of disciplinary action. Include in Disney's parent handbook that students may be assigned up to one hour of time after school as a discipline measure, as long as parents were notified a day in advance, as written in Board Policy.

(J) Tactical Response to Criminal Incidents on Campus

BP 0450 Philosophy, Goals, Objectives and Comprehensive Plans
Any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents… including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281

Assessment Sheet for the Tactical Response Procedures on Next Page.

Tactical Procedure Assessment

Assessed By:	Molly Hwang and BPD
Date Assigned:	11/5/2019
Date Due:	12/12/2019

BUSD has worked with the Burbank Police Department and the Burbank Fire Department to develop recommended procedures in the event of an active criminal threat upon a school site or district administrative office or service center. Based on this partnership BUSD requires age-appropriate lockdown drills and encourages staff attendance at active threat training provided by Burbank PD.

BUSD recommends all employees attend the BPD active threat training at least once every two years.

Are your school faculty and staff meeting this expectation?	Yes

BUSD board policy recommends a minimum of two lockdown drills each school year.

Is your school site educating students and conducting appropriate lockdown drills?	Yes

Desired Change

Based on the assessment, do you have the need to make changes in procedure or protocol?

No

Additional Safety Assessments

Visitors on Campus Policy and Procedures

Please read this policy:
Please read this policy: AR 1250 http://gamutonline.net/district/burbank/DisplayPolicy/477240/

Assessment Sheet for the Visitors on Campus Procedures on Next Page.

Visitors on Campus Assessment

Assessed By:	Brooke Schwartz
Date Assigned:	11/05/2019
Date Due:	12/09/19

Did you read the policy for handling visitors on campus? **If no, briefly explain why.**	Yes
Are the policies and procedures for registering visitors being followed at your school?	Yes
Are office personnel and/or campus supervisors informed of the policy and trained on the visitor procedure?	Yes

Desired Change

Is there a need to amend procedures or further train personnel?

Not at this time.

Assessment Sheet for the Hate Crime Policy & Procedure on Next Page.

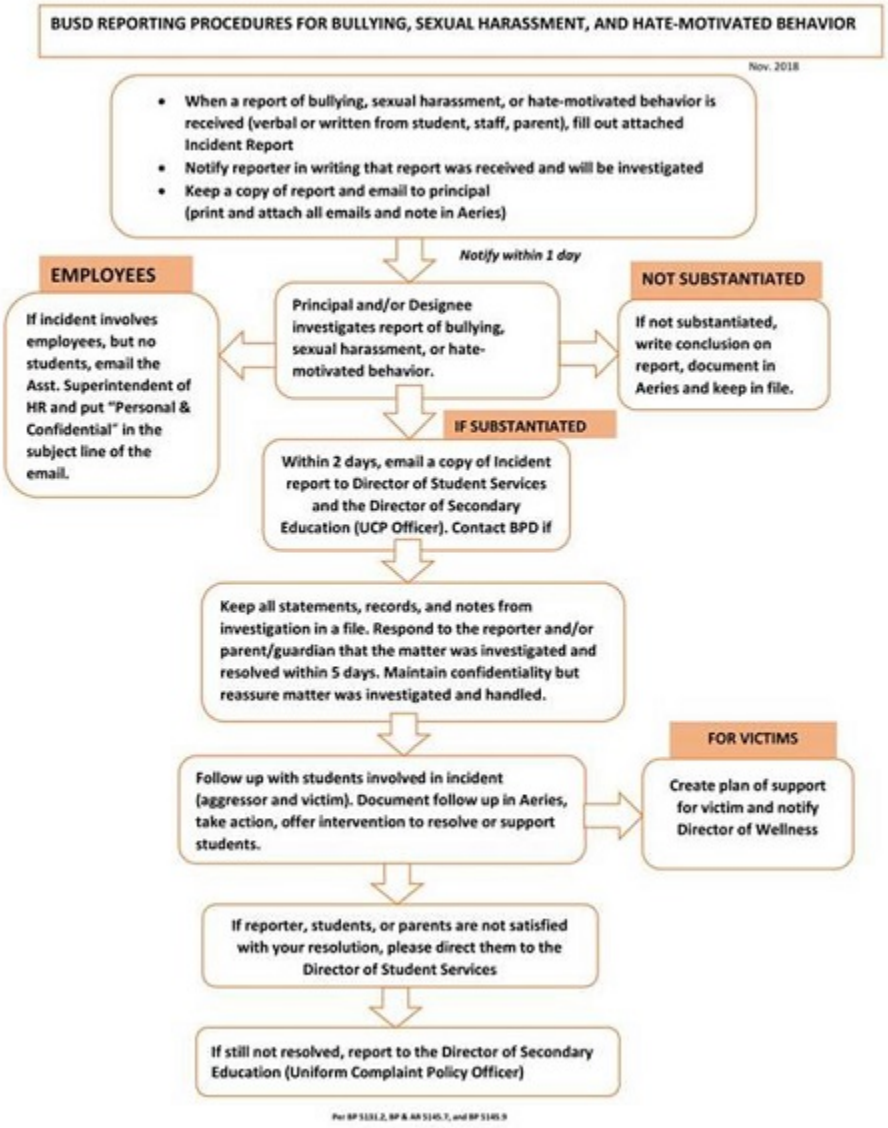
Hate Crime Reporting Procedures and Policies

Hate-Motivated Behavior

Hate-Motivated Behavior BP 5145.9 http://gamutonline.net/district/burbank/DisplayPolicy/477757/5

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Assessment Sheet for the Hate Crime Policy & Procedure on Next Page.


BUSD REPORTING PROCEDURES FOR BULLYING, SEXUAL HARASSMENT, AND HATE-MOTIVATED BEHAVIOR
Nov. 2018
• When a report of bullying, sexual harassment, or hate-motivated behavior is received (verbal or written from student, staff, parent), fill out attached Incident Report
• Notify reporter in writing that report was received and will be investigated
• Keep a copy of report and email to principal (print and attach all emails and note in Aeries)
Notify within 1 day
EMPLOYEES
If incident involves employees, but no students, email the Asst. Superintendent of HR and put "Personal & Confidential" in the subject line of the email.
Principal and/or Designee investigates report of bullying, sexual harassment, or hate-motivated behavior.
NOT SUBSTANTIATED
If not substantiated, write conclusion on report, document in Aeries and keep in file.
IF SUBSTANTIATED
Within 2 days, email a copy of Incident report to Director of Student Services and the Director of Secondary Education (UCP Officer). Contact BPD if
Keep all statements, records, and notes from investigation in a file. Respond to the reporter and/or parent/guardian that the matter was investigated and resolved within 5 days. Maintain confidentiality but reassure matter was investigated and handled.
Follow up with students involved in incident (aggressor and victim). Document follow up in Aeries, take action, offer intervention to resolve or support students.
FOR VICTIMS
Create plan of support for victim and notify Director of Wellness
If reporter, students, or parents are not satisfied with your resolution, please direct them to the Director of Student Services
If still not resolved, report to the Director of Secondary Education (Uniform Complaint Policy Officer)

INCIDENT REPORT

Bullying **Sexual Harassment** **Hate-Motivated Behavior**

(Please circle one and email to school principal or designee within 1 day)

Nov. 2018

DATE OF REPORT: _____ **SCHOOL:** _____

METHOD OF REPORTING (circle one) EMAIL PHONE OTHER

STUDENT ID# TARGETED: _____

STUDENT ID# (S) INVOLVED: _____

PERSON(S) REPORTING: _____

RELATIONSHIP TO STUDENT: _____

DATE: _____ **AND METHOD OF RESPONSE TO REPORTER:**

(circle one): EMAIL PHONE

DESCRIPTION OF INCIDENT:

_____

_____

_____

ACTIONS TAKEN: _____

_____

_____

FOLLOW UP: _____

_____

_____

Incident Report Completed by: _____ _____

printed name signature

1

**Bullying is unwanted, aggressive behavior among school age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include an imbalance of power, and repetition.

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)

The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Hate Crime Assessment

Assessed By:	Molly Hwang
Date Assigned:	11/05/2019
Date Due:	12/09/2019

Your task is to review BUSD's policy on Hate Crimes and determine any trends. You are also asked to make sure all required training, forms, materials are up to date.

Number of hate crimes reported on campus from the previous year: Just the number. You do not need to include names or circumstances	1
Compliant with required training? If training is required in the policy, check to make sure all requirements are met. Training may be an area of desired change.	Yes
Compliant with any required forms/materials? If forms or materials are required in the policy, make sure those forms and materials are in place.	Yes

Desired Change

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

None at this time.

Lockdown Policy and Procedure

Lockdown policy and procedure can be found here http://gamutonline.net/district/burbank/DisplayPolicy/1145538/3

Assessment Sheet for the Lockdown Policy & Procedure on Next Page.

Lockdown Assessment

Assessed By:	Janet McKenna and Jessica Bucher
Date Assigned:	11/05/2019
Date Due:	12/6/2019

Your task is to review policy and procedure to lockdown a campus in case a dynamic event should happen. This could be anything from off-campus police activity to a medical emergency or an active threat on campus. Although the threat to students and staff may vary, the action to secure everyone behind locked doors as quickly as possible is the same.

http://gamutonline.net/district/burbank/DisplayPolicy/1145538/3

Does staff know how to activate a lockdown and who may initiate?

Yes, everyone has been trained and empowered to initiate a lockdown.

Does the whole staff know how to make a campus-wide announcement from their class/office phone?

Yes, everyone has been trained and empowered to initiate a lockdown.

Are there any rooms or interior or exterior areas that do not receive P/A announcements through overhead or phone speakers? If so, is there a plan to communicate with them separately?

No, as new system was installed this year.

Is there an internal communication plan to use during a lockdown?

Once staff feels it is safe to do so, they have been instructed to text or email various office staff who is with them and their total number accounted for.

Has the staff received adequate training in how to conduct a lockdown?

All staff attended Burbank Police Department Training in Spring of 2018,and was discussed at the Faculties Meetings in August, September and November of 2019.

If no, briefly describe desired training in the “desired change” field.

Desired Change

In the Parent Handbook include a section of the lock-down and shelter in place procedures.

Chemical or Hazardous Material Exposure Procedures – Shelter in Place Procedures

In the event of a chemical, hazardous material, or biological attack it is highly unlikely that the dangerous materials will be detectable by sight, smell, or taste. The Principal or designee will notify classrooms and teachers in the event of such an emergency. Immediately after knowledge of exposure and a Shelter in Place procedure may be activated.

Assessment Sheet for the Hazardous Materials Policy on Next Page.

Hazardous Materials Assessment
Procedures for Responding to a Release from
Properties or Thoroughfares Located within ¼ Mile of School

Assessed By:	Molly Hwang and BFD
Date Assigned:	11/05/2019
Date Due:	12/16/2019

This assessment provides an excellent opportunity to work the Fire Department, which is a newer requirement by the state. BFD will provide a list or map of nearby potential hazmat threats to your school.

Is there a business/thoroughfare posing a possible hazardous material concern with ¼ mile of the school? If yes, list the business(s) / thoroughfares	No

Does your school have a "Shelter in Place" (SIP) plan? Shelter in place is different than a lockdown plan. Please refer to the Shelter in Place Assessment sheet.	Yes
Does the school campus evacuation plan include these locations? Each site should have an evacuation plan to two different off-campus sites. The path should avoid the businesses or thoroughfares that could be hazardous.	Yes

Desired Change

Based on the above information have you determined the need to create new procedure(s) or improve existing procedure(s)? If yes, briefly detail the desired change here.

No

Shelter in Place Policy and Procedure

Shelter in Place policy and procedure can be found here http://gamutonline.net/district/burbank/DisplayPolicy/1145538/3

Assessment Sheet for the Shelter in Place Policy & Procedure on Next Page.

Shelter in Place Assessment

Assessed By:	Molly Hwang and Kelly McNutt
Date Assigned:	11/05/2019
Date Due:	12/09/19

Your task is to review policy and procedure to shelter in place in the event of an environmental, weather or wildlife related incident on or near campus.

http://gamutonline.net/district/burbank/DisplayPolicy/1145538/3

Does staff know how to activate a Shelter in Place and who may initiate?

Yes.

Does the whole staff know how to make a campus-wide announcement from their class/office phone?

Yes

Are there any rooms or interior or exterior areas that do not receive P/A announcements through overhead or phone speakers? If so, is there a plan to communicate with them separately?

No

Is there an internal communication plan to use during a Shelter in Place?

Yes, the same as a lock down.

Has the staff received adequate training in how to conduct a Shelter in Place?

They have been trained and provided written instruction.

If no, briefly describe desired training in the “desired change” field.

Desired Change

None at this time.

Desired Change Log

Type in the assessment name and then copy and paste the desired change from the assessment into the related field. If more room is needed, use the same procedure in the following fields. You may use as many of these pages as necessary. If an assessment had "no change" you DO NOT have to put that on this log.

Assessment	Desired Change
Disaster Earthquake Plan Assessment	Purchase equipment for our Emergency Bin: one generator, lanterns and glow sticks, sunshades and painters' drop cloths.
Disaster Earthquake Plan Assessment	Update emergency procedures to include keeping classroom doors unlocked but closed after an earthquake, and develop emergency procedures before and after school hours.
Disaster Earthquake Plan Assessment	Provide a basic first aid training to all staff.
Disaster Earthquake Plan Assessment	Establish alternate emergency areas in case of unexpected hazards, defined morgue area, and revise procedures on explosion or risk of explosion procedures.
Shelter In Place/Lock Down Assessement	Include information in Disney's Parent Handbook in regards to Shelter In Place and Lock Down Policies and Procedures.
Discrimination, Harassment and Bullying Assessment	Increase communication from BUSD and Disney to our families and community about resources by updating our website to include information on bullying, discrimination, harassment and social emotional well being.
Safe Ingress and Egress Assessment	Install fencing in Kindergarten yard near Rooms 1 and 2, behind the Booster Club and Emergency bins, and additional height added to the wall behind Room 19 as it is only 6 feet tall and has a fence on the adjoining neighbor's yard. Install lights on automatic timers near rooms 1, 2, 4, 5 and 9 for increased security and lighting. Garden/grass area behind rooms 15-19 are open for hiding. Ensure that lids on recycling bin and garbage are shut throughout the day, and that the lock near the garbage bin is locked when students are on campus.
School Discipline Rules and Procedures Assessment	Create BUSD discipline matrix for elementary schools as outline by Board Policy. Create litter patrol made up of students to instill pride and ownership of keeping our campus neat. Include elementary students' input in annual climate survey. Inform parents, per Board Policy, that their children may be assigned after school detention for up to one hour as a discipline measure, with prior parent notification.
Campus Crime Assessment	Inform parents of theft and motor theft being the highest number of crimes committed within 1,500 ft of Disney's campus during school hours.

People/Place Goal and Action

"PEOPLE" RELATED GOAL/ACTION PLAN(S)

After assessing a specific factor known to impact campus safety, we have identified an area of desired and reasonable change or improvement for the upcoming school year. The following is our plan to improve.

Goal
What is intended improvement? Use numbers or other expected indicators, if possible. For example, "We will have a 10% reduction in tardiness."

Walt Disney Elementary School in conjunction with Burbank Unified School District, will provide all all members with basic first aid training.

Action Plan(s)
How will it be accomplished
Task(s)

Secure trainer and professional development time for all staff to be trained in basic first aid information.

Responsible Person(s)
By name and title

Molly Hwang, Principal,

When will it/they be accomplished?

February of 2021

“PLACE” RELATED GOAL/ACTION PLAN(S)

Goal
What is intended improvement? Use numbers or other measurable indicators. For example, “We will have a 10% reduction in tardiness.”

Walt Disney Elementary School will purchase safety equipment to include in our emergency bin that is currently missing.

Action Plan(s)
How will it be accomplished
Task(s)

Purchsae the following safety equipment:extra batteries, generator, lanterns and glow sticks, sunshades and painters' drop cloths for students to sit on during drills and real emergency event, and 3 new walkie-talkes for Search and Rescue teams.

Responsible Person(s)
By name and title

Molly Hwang, Principal, Safety Committee, and Parent/Community Donations

When will it/they be accomplished?

August of 2020

Invitation to Public Meeting

The school site council or safety committee shall notify, in writing, the following persons and entities of the public meeting:

1. The local mayor.
2. A representative of the local school employee organization.
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs.
4. A representative of each teacher organization at the school.
5. A representative of the school's student body government.
6. All persons who have indicated that they want to be notified.

The following is sample verbiage which may be customized and sent as an invitation to the above community stakeholders:

In compliance with California law, the School Site Council (or Safety Committee) of Walt Disney Elementary School, in partnership with the local police and fire departments and other stakeholders, have engaged in a systematic planning process that included assessing factors known to impact school safety.

Our Comprehensive Safe School Plan for 2020/21 will be shared in a public meeting at our school on Tuesday, , January 28, 2020, at 2:20 p.m. in Walt DIsney Elementary School Library.

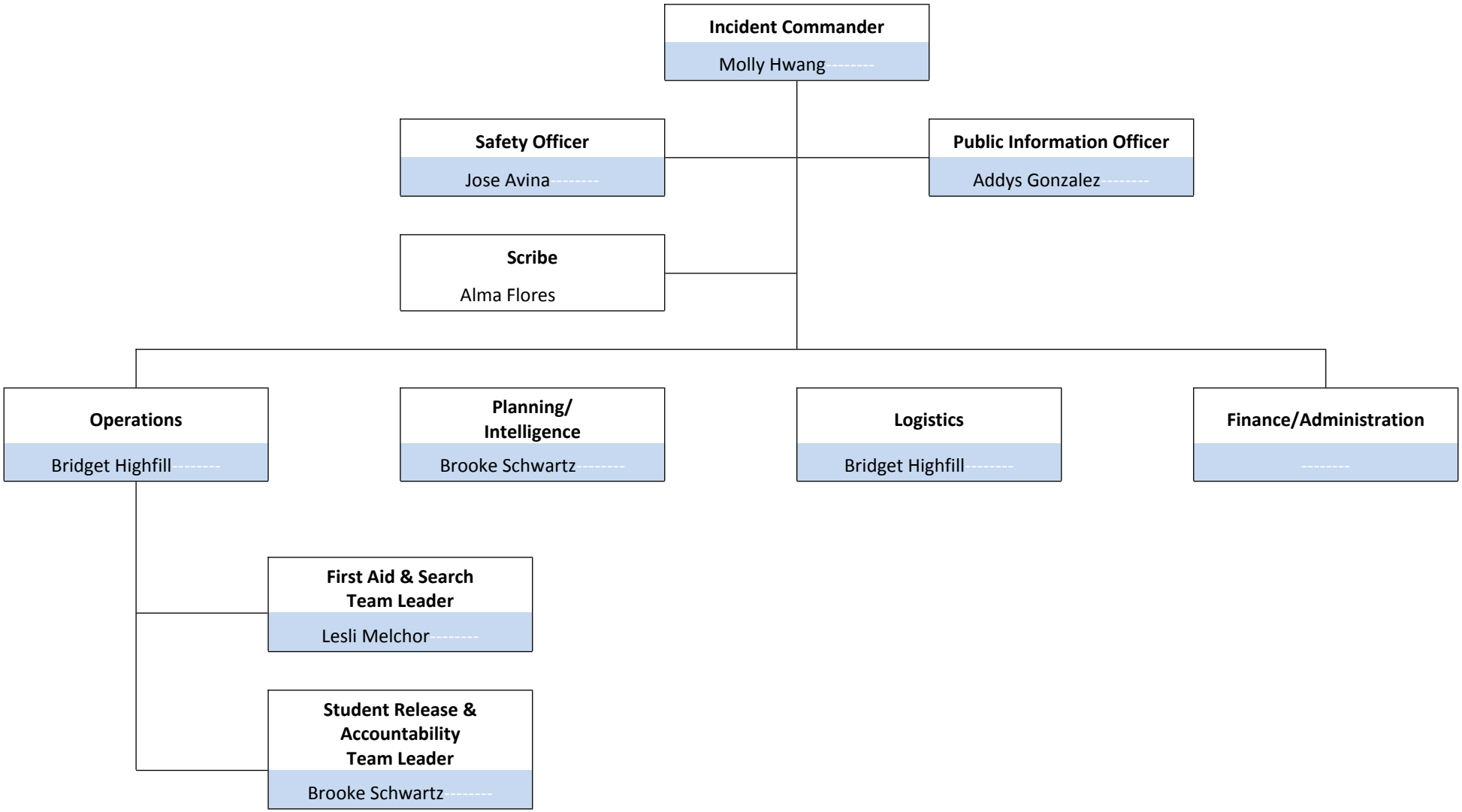
You are invited to attend this meeting and hear how we are creating a safer community in Burbank, through ongoing safety assessments at our school.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement /Fire / Paramedic	Burbank Police Dispatch	818-238-3000	
Public Utilities	Burbank Water and Power So Cal Gas	818-238-3700 800-427-2200	
Local Hospitals	Providence St. Joseph Medical Center	818-843-5111	
Burbank USD	Main Number	818-729-4400	
American Red Cross	Glendale Pasadena	818-243-3121 626- 799-0841	
Fire Alarm	GMS Monitoring	888-467-1119	
Intrusion Alarm	Edgeworth Monitoring	800-318-9486	

Walt Disney Elementary School Incident Command System



Incident Command Team Responsibilities

School sites responding to an incident shall utilize the functions, principles, and components of the Incident Command System (ICS), per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405.

Incident Command System Functions

The five functions of the ICS are Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. Individuals working under the Command function will be referred to as the Command Staff, while personnel assigned responsibilities under Operations, Planning/Intelligence, Logistics, or Finance/Administration will be referred to as the General Staff. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. An individual can execute more than one function.

1. The *Command Function* is responsible for the directing, ordering, and controlling of resources by virtue of explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICS structure, which have not been formally activated. In addition to the primary ICS functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.

2. The *Operations Function* is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Incident Action Plan. This is the most complex and primary established function.

3. The *Planning/Intelligence Function* is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.

4. The *Logistics Function* is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

5. The *Finance/Administration Function* is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

Incident Command System Principles

1. The system provides for the following kinds of operation: single jurisdictional responsibility/single agency involvement, single jurisdictional responsibility with multiple-agency involvement, and multiple-jurisdictional responsibility with multiple-agency involvement.
2. The system's organizational structure adapts to any emergency or incident to which emergency response agencies would be expected to respond.
3. The system shall be applicable and acceptable to all user agencies.
4. The system is readily adaptable to new technology.
5. The system expands in a rapid and logical manner from an initial response into a major incident and contracts just as rapidly as organizational needs of the situation decreases.
6. The system has basic common elements in organization, terminology and procedures.

Incident Command System Components

1. Common terminology is established in regards to common titles for organizational functions, resources, and facilities within ICS.
2. Modular organization is established by which the ICS organizational structure assignments are activated based upon the kind and size of the incident (top down command).
3. Unified Command.
4. Action plans identify objectives, determine strategies, identify tactical and support activities required, and establish an operational period time frame for completion.
5. The manageable span-of-control for any assigned Chief, Director, or Supervisor is established to be between 3-7 personnel

6. Pre-designated incident facilities are identified (Incident Command Post, Student evacuation site, offsite evacuation site, First Aid Station, Emergency Supplies location, Communication Center, etc.). The determination of the kinds and locations of facilities to be used will be based upon the requirements of the incident.
7. Comprehensive Resource management is established to identify, group, assign, and track resources.
8. Integrated Communication is managed through the use of a common communication plan and an incident-based communication center established for the use of tactical and support resources assigned to the incident.

UNIFIED COMMAND

Unified Command is a structure used during incidents consisting of Incident Commanders from various jurisdictions or agencies operating together to form a single command structure. It allows all agencies with geographical, legal or functional responsibility to manage an incident by establishing a common set of objectives, strategies, and a consolidated Incident Action Plan. Under a Unified Command system, a single Operations Chief is assigned. The Operations Chief position is filled by the most qualified and experienced person available.

The use of a Unified Command is a valuable tool to help ensure a coordinated multi-agency response. A Unified Command assures agencies do not lose their individual responsibility, authority, or accountability. When appropriate, a Unified Incident Command System will be established in conjunction with the school's Incident Commander and responding agencies' Incident Commander(s) to form a unified team in which Incident Commanders within the Unified Command make joint decisions, speak as one voice, integrate general staff, and develop a single Incident Action Plan.

Unified Command is an important component of the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405 (a)(3)(C-D) .

Advantages of using Unified Command

1. One set of objectives and strategies are developed for the entire incident.

2. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.

3. Duplicative efforts are reduced or eliminated, thereby reducing cost, frustration, and potential conflict.

Command Staff Responsibilities

Incident Commander:

- Direct the overall emergency response and make final decisions
- Activate School Emergency Plan and Incident Command System
- Establish and set up an Incident Command Post
- Establish, set up, and manage a Communication Center
- Initiate Common Communication Plan & maintain communication with District Level EOC to provide district with site specific status report
- Develop Incident Action Plan which identifies objectives, determines strategies, identifies tactical and support activities required, and established an operational period time for completion.
- Set plan priorities and control actions undertaken by staff
- Ensure all available master keys are brought to the Command Post
- Ensure student emergency cards are taken to Command Post during an evacuation
- Determine which special assignments require substitute or additional personnel and assign from those available at the field.
- Initiate student release procedures (when it is safe to do so)
- Release teachers as appropriate during demobilization using the Staff Release Order Plan (found in the Demobilization section of this plan).
- Declare end of emergency—initiate recovery if appropriate
- Remain in charge of your campus until redirected/released by superintendent of schools or relieved by fire or law enforcement incident commander
- Ensure staff and students are properly instructed and trained in assignments and emergency procedures

Deputy Incident Commander:

- Assist the Incident Commander by initiating response strategies, response team coordination, and communication

Safety Officer:

- Assess emergency or threat and impact to students, staff, school property and surrounding community
- Monitor safety conditions of incident
- Assures the health and safety of students and staff

Public Information Officer:

- Coordinate communication with the district for the public, stakeholders, and news media
- Supervise telephones and monitor radio emergency broadcasts

Agency Liaison Officer:

- Notify appropriate governmental agencies if necessary
- Serve as point of contact for representatives of other involved local agencies, organizations, or private sector parties to provide input on policies, resource availability, and other incident related matters

General Staff Responsibilities: Function Chiefs

Operations Chief:

- Manage on-scene tactical operations to accomplish corrective action and the objectives established by the IC's action plan
- Supervise and direct activities of all personnel assigned under the Operations Function
- Report to the Incident Commander
- Coordinate Search and Rescue
- Coordinate Medical First Aid
- Coordinate Evacuation Area
- Coordinate Campus Security
- In conjunction with the Evacuation Area Director and the Search & Rescue Director, account for staff and student attendance and identify all missing individuals using the compiled attendance reports & search and rescue team findings.
- Relay reported missing students to Search & Rescue Teams
- Make sure teams have the necessary supplies to perform tasks
- Reassign staff as needed
- Schedule breaks and back-ups for staff

Planning/Intelligence Chief:

- Collect all information pertinent to documenting the incident
- Analyze information for potential impacts or changes
- Document and update status reports
- Manage and update status boards
- Disseminate incident related information to the Incident Commander
- Prepare necessary written reports

Logistics Chief:

- Meet service and support needs of the incident by managing and distributing general emergency supplies, equipment, food, first aid supplies, volunteers, etc.
- Open Emergency Supplies container
- Delegate help for setting up the Incident Command Post (if needed)
- Delegate help for setting up any necessary emergency stations
- Sign in volunteers and assign to various sections needing assistance
- Determine whether additional equipment, supplies or personnel need to be requested from the District EOC
- Make arrangements for transport of supplies and lodging of personnel
- Report to the Incident Commander

Finance/Administration Chief:

- Analyze all financial and cost analysis related to the incident
- Document all expenses related to emergency

- Document all personnel time as pertinent to emergency (number of hours with description of activities performed)
- Report to the Incident Commander

General Staff Responsibilities: Search & Rescue

Search & Rescue Director:
- Report to Operations Chief
- Supervise, organize, and direct Search and Rescue Teams
- Maintain communication with Search and Rescue Teams
- Consult with Operations Chief regarding any known missing persons obtained from the attendance reports submitted by Teachers
- Act as a check-in point for reporting missing Staff or Students
- Keep records on Search & Rescue Team incident reports

Search & Rescue Team(s):
- Report to Search & Rescue Director
- Search assigned areas following search & rescue procedures
- Complete a directed sweep of designated campus areas for missing, trapped, or injured staff and students if the situation safely permits
- Complete maps and mark doors
- Identify the location of trapped/injured persons
- Assist injured persons to the Medical First Aid station

General Staff Responsibilities: Medical First Aid

Medical First Aid Director:
- Report to Operations Chief
- Supervise, organize, and direct Medical First Aid & Morgue Teams
- Initiate Triage/Medical First Aid area set up
- Triage injured persons
- Maintain an updated list of students with allergies, in need of daily medication, or special medical needs

Medical First Aid Team(s):
- Reports to Medical First Aid Director
- Set up Triage/Medical First Aid area
- Retrieve Medical First Aid supplies from Logistics Emergency Supplies Team
- Provide first aid to injured persons

Morgue Team:
- Reports to Medical First Aid Director
- Set up Morgue Area location
- Move deceased to morgue area
- If possible, identify and cover deceased

General Staff Responsibilities: Evacuation Area Supervision & Release (this is currently under review)

Evacuation Area Director:
- Reports to Operations Chief
- Supervise, organize, and direct the Parent Check-in Gate Team, Student Check-out Team, Student Release Team & Staff Buddy Assignments
- Manage and coordinate Evacuation Area supervision
- Collect attendance reports from all Teachers at the Evacuation Area
- Immediately communicate with the Operations Chief and Search & Rescue Director any reported missing students or staff
- Evacuate with an extra set of student schedules (properly grouped alphabetically)
- Bring emergency release forms (may be stamps, stickers, or documents depending on the site)

Parent Check-in Team(s):
- Organize and control the parent check-in area

- Receive parents at the check-in station where they will indicate which student(s) they are to pick up.
- Ensure students are only being released to adults listed on emergency cards
- Organize and control student release by calling student names over the portable speaker system or sending runners to retrieve the student.

Student Check-out Team(s):

- Go to your assigned alphabetical grouping area and help check-out students
- Check the emergency release authorization card to be sure that the student is authorized to leave with whoever is there to pick him/her up.
- Students who are 18 may sign themselves out.
- ~~18-year-old students may sign out their younger siblings.~~
- Any adult named on their emergency cards must sign out students who do not fit into the above categories.

Authorized Student Release Gate Team(s):

- Verify students have properly checked out before allowing them to exit.
- Students without proper proof of Check-out must be redirected back to the Student check-out station.

Staff Buddy Assignments (Teachers):

- Reports to Evacuation Area Director
- Engage in Staff Buddy Assignments (check-in with Buddy)
- If buddy is incapacitated, inherit responsibility of their students
- Evacuate and escort students to assemble in the designated Evacuation Area (if required by incident)
- Complete an attendance report for both classrooms (take roll of students and note missing students, staff buddies, or other staff)
- Submit the attendance report to the Evacuation Area Director adjacent to the Incident Command Post.
- Submit any observed room damage to the Evacuation Area Director
- Supervise classroom students at Evacuation Area, help manage the evacuation area, or report to IC Post for additional tasks, if needed.
- Provide reassurance and support to students

General Staff Responsibilities: Campus Security

Campus Security Director:

- Reports collected data to Operations Chief
- Supervise, organize, and direct the Security Team and Utilities Team
- Conduct or Initiate a property damage assessment

Security Team(s):

- Reports to Campus Security Director
- Maintain a safe and secure campus environment
- Secure and manage gates
- After search & rescue missions are complete, lock or control access into buildings
- Place yellow caution tape around areas deemed unsafe

Utilities Team:

- Reports to Campus Security Director
- Carry out process of evaluating and shutting off utilities (water, gas, electric) if needed
- Determine presence of fire or other hazard – resolve with help of volunteers if able to do so
- Assess damage to buildings and communicate findings to the Campus Security Director

General Staff Responsibilities: Emergency Supplies

Emergency Supplies Team (Logistics):

- Reports to Logistics Chief
- Open Emergency Supplies container and gather necessary supplies/equipment for distribution
- Set up microphone on stand at Parent Check In.

General Staff Responsibilities: Unassigned Staff

Unassigned Staff:

- Staff lacking an established Assignment must report to the Incident Command Post for further instruction

Emergency Preparedness

Methods for Reporting Emergencies

For the purpose of reporting emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:

1. School Alarm System
2. Public Address System
3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)

Alarm System

The school alarm system provides warning for necessary emergency action. Temporal tone signals and Voice Announcement alarms are capable of being perceived above ambient noise. The set fire alarm is distinctive and recognizable as a signal to evacuate. The standard audible emergency evacuation signal established consists of repetitive 4.0 second cycles (0.5 second “on,” 0.5 second “off,” 0.5 second “on,” 0.5 second “off,” 0.5 second “on,” 1.5 seconds “off”). Recorded Voice Announcement alarms such as, “Evacuate the Building”, “Shelter in Place” or “This is a Lockdown” may be activated

Alarm System Maintenance & Testing Requirements

1. Alarm systems are maintained in operating condition.
2. Alarm systems are tested at least annually for reliability by properly trained persons in the designed operation.
3. Alarm system power supplies are maintained or replaced as often as is necessary.
4. Fire alarm signal will be sounded not less than once every calendar month (Education Code, Section 32001).

Staff Training Requirements (this is currently under review)

To ensure the school and its staff are prepared to implement the School Emergency Plan and take action during an incident the training requirements in this section are met. Staff receives the appropriate level of SEMS training; Level of training will depend on staff member's potential assignment during an emergency response. All assigned Officers, Chiefs, Directors, and staff members are trained before implementing the program.

NIMS/SEMS Training Requirements:

1. The California State Emergency Management System (SEMS) unifies all elements of California's emergency management community into a single integrated system with standardized key elements. SEMs training is provided to maintain personnel's minimum training competencies with the SEMS "Approved Course of Instruction (ACI)" as the basis for their training programs.
2. Staff SEMS training and performance is maintained and demonstrated by the:
    - Completion of level-appropriate SEMS training
    - Execution of drills that incorporate performance objectives into exercises
3. The National Incident Management System (NIMS) enables all government, private-sector, and nongovernmental organizations to work together during domestic incidents. As mandated by the Post-Katrina Emergency Reform Act of 2006, NIMS training is offered through the Federal Emergency Management Agency (FEMA) and ready.gov

Emergency Plan Training Requirements:

1. The school shall designate and train a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees, students, and visitors.
2. The school shall advise employees of his/her responsibility under the plan when the plan is developed and whenever responsibilities or actions under the plan have changed.
3. Employer shall review with employees those parts of the plan which will be of aid in the event of an emergency. This includes, but is not limited to:
    - Individual assignments and responsibilities
    - Emergency procedures
    - Location of emergency equipment & supplies
    - Location and operation of manually activated alarm systems
    - Location and operation of communication equipment

Practice Drills

To ensure staff and students are knowledgeable and prepared to implement the School Emergency Plan the following required practice drills are conducted as indicated throughout each school year.

Earthquake Practice Drills:

1. Practice of Drop, Cover and Hold On procedures are held twice per year in elementary and in secondary schools and at the Horace Mann Childcare Center and the Burbank Adult School.
2. During the drill each pupil and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by one arm, and the back to the windows. With the other hand, hold on to the furniture leg.
3. Drills are conducted following the established Earthquake Procedures of this plan.

Fire & Evacuation Practice Drills:

1. Fire alarm signal must be sounded not less than once every calendar month (whether a drill takes place or not).
2. Fire drills are established and conducted at least once every month at the elementary level, Monterey High School, and Horace Mann and twice per semester at the secondary level and Burbank Adult School.
3. During the drill each pupil and staff member implements and practices the established Evacuation Procedures of this plan.

Lockdown Drill:

1. At the elementary and secondary levels, at least one drill each semester must be conducted.
2. All students and staff shall quickly get into a lockable room. Lock the doors, turn out the lights and cover windows.
3. Silence cell phones and people. Do not peek. Remain calm and wait for information.

Shelter in Place Drill:

1. Shelter in Place is in response to a chemical, biological or radiological contamination, also a severe weather or wildlife event, or excessive smoke from a fire.
2. Shelter in Place drill shall be conducted at all schools at least once each year.
3. Drill should take place when most students and staff are out of their regular classroom.
4. Drill will be announced over the public address system, through radio communication, text or email.
5. All students, staff, volunteers and visitors shall immediately proceed to move inside the buildings to safe areas.
6. All doors and windows must be closed.
7. In the event of an airborne contaminant, an effort should be made to adjust all thermostats to temporarily turn off the air conditioner.

Staff Release Order Determination

After an incident, staff members will be released from their emergency response duties according to this established release order.

Staff Release Order Plan:

1. Hold staff meeting and determine the release order
    - Determine this during the first staff meeting using the "Staff Release Determination Form."
    - The principal will keep the release order list in the Demobilization Procedures section of the emergency plan
    - List will be updated annually.

EMERGENCY RESPONSE PROCEDURES

In order to best prepare for the unexpected, the procedures established in this section have been developed for the safety of our students and staff.

Reporting an Incident

Typically, incidents involving a school will come to the attention of a faculty or staff member by observation or telephone notification. Emergency phone numbers will be posted adjacent to telephones, at employee notice boards, and/or at relevant conspicuous locations. The individual discovering or receiving information regarding an incident will do the following:

1. Notify the local emergency responders. The number is 911.
2. In case of a fire, activate fire pull alarm.
3. To activate the Incident Command System, notify the Incident Commander (Principal) and provide them the following information:
    - Your name
    - Nature of incident
    - Location of incident
    - Severity of injuries or property damage
    - Call back telephone number
4. The Incident Commander/Command Staff will sound the necessary alarms or voice announcements and notify the district EOC.
5. Take action to protect students, faculty, staff, and property. Immediate actions may include:
    - Moving people away
    - Isolating and securing the area
    - Providing assistance as needed to students and personnel
    - Directing public safety responders to the scene

Common Communication Plan Procedures

When emergencies occur, communication is critical to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below are systems and methods as to how emergency communication may be conducted:

Communication hardware and systems available:

1. Telephones/Cell phones
2. Public address system
3. Two-way radios
4. Blackboard Call & Email Program
5. E-mail
6. Runners

The following individuals will have two-way radios:

1. Incident Commander
2. Operations Chief
3. Search & Rescue Team leaders
4. Custodians
5. First Aid Station
6. Evacuation Area Director

Communication Center Set-up Procedures:

1. Pre-designated Communication Center location is subject to change, and may be dependent upon incident.
2. Communication Center location should be established within close proximity of the Incident Command Post.
3. The Command Staff will be responsible for setting up and operating the Communication Center during an incident.
4. The Command Staff will be responsible for contacting the District EOC and emergency responders (if necessary).

Internal Communication during an Incident:

1. Maintain an open telephone line for communication. Limit classroom telephone use to emergencies only.
2. The site's public address system may be used for communication and announcements.
3. Internal two-way radio communication will be available on the site's designated Channel. Radios are available in the main office.
4. During a lockdown, communication will take place via cell phone, telephone & radio.
5. During a lockdown with an immediate threat from an armed individual, cell phones will be silenced.
6. Runners may be used as an alternate communication option.

External Communication during an Incident:

1. Communication between the Command Staff, District EOC, and local emergency responders will take place via telephone or two-way radios.
2. Incident Command Staff will use channel 1 when communicating with the District EOC via two-way radio.
3. The Command Staff will process incident information through the superintendent or designated District EOC personnel in order to notify persons outside of the school of an existing emergency and the immediate action to be taken, if any.
4. All staff members are asked to refer inquiries and visitors to the Command Staff.

During an incident, families will be contacted through the InTouchK12 system and/or mobile app for information on school closure, student release, assembly areas, etc.

Site Specific Emergency Procedure

Types of Emergencies & Specific Procedures

Aircraft Crash
In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, **DUCK AND COVER** under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".
3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to the designated assembly area and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Bomb Threat/ Threat of violence
Immediately after receiving a bomb threat the following procedures shall be followed:

1. If a bomb threat is called to the school, make every attempt to keep the caller on the phone as long as possible to gain information. Try to determine the sex and age of the caller. Try to have the caller tell you the exact location of the bomb and the time of threatened detonation.
2. The Command Staff will immediately notify the District EOC, who has the immediate responsibility to notify the Police Department.
3. The Police Department may not send units to the school at this point, but will automatically notify the Fire Department to stand by.
4. If the location of the suspicious object is not known, STUDENTS WILL REMAIN IN THE CLASSROOMS. Teachers should move students to the center of the room. If possible, have the students stay low and take cover under a sturdy object (desk).
5. The Principal, in conjunction with law enforcement, will make the decision to evacuate the buildings.
6. SWEEP TEAM: Staff will be asked to volunteer for the Sweep Team. Sweep Team members will report to the Incident Command Post.
    a. Sweep Team members will be paired up and assigned a region of the campus to search.
    b. Principal will coordinate with police to supervise Sweep Teams.
    c. Upon completion of sweep of assigned areas, sweep team should report back to Incident Command Post to report "all clear" of their area.
7. Students and staff will return to the buildings only when they have been cleared by law enforcement and the Principal or designee has authorized the reoccupation and return to class upon hearing the ALL CLEAR bell, which is one long, continuous ring.

Campus Security Procedures
Campus Security & Utilities Teams will assign a Team Leader and report all activity and incident information to the Campus Security Director. The Campus Security Director will report to the Operations Chief. During an incident the following procedures will be followed:

Campus Security Procedures
1. Visually assess campus for fires & damage.
2. Open **designated gates** for parent ingress and egress as appropriate to the emergency.
3. Keep log of activity and assessments.
4. Maintain communication with the Campus Security Director regarding additional need for personnel to fight a fire or resolve other hazards if possible.
5. Determine the need for personnel to guard buildings or use yellow caution tape to rope off access.
6. Unlock and secure the designated exit for use by Emergency Responders and their vehicles.

7. Survey building for structural damage and report damaged areas.

Utilities Team Shutoff Procedures

1. The District EOC will deploy Maintenance & Operations teams to the school site during an emergency. All technicians are familiar with each site and its utility shut offs. In addition, the Day and Night Custodians at each site have been instructed in who to report to, where the shut off locations are, and where to find the tools.
2. If needed, shut off the necessary Utilities. See map for specific locations.
   - Gas: Can be turned off at each meter using the crescent wrench provided at each site to turn the valve into the shut off position.
   - Electrical: Electric service can be shut off at the disconnect switch at each main panel.
   - Water: Water can be shut off at the main valves using the 2-inch square water key provided at each site.
   - Alarms: Can be temporarily disabled by calling Kathy Yaeger in Facilities, at ext. 45502, before each drill.
   - Fire Alarm Monitoring - GMS Fire Alarm Monitoring – 888.467.1119
   - Intrusion Alarm Monitoring - Edgeworth Monitoring LLC – 800.318.9486

   ***The shut off tools are kept on-site in the Emergency Bin Containers. In addition, each of the Maintenance & Operations work trucks are equipped with these tools.**

Site Specific Emergency Campus Security Procedures

FACILITIES TEAM LEADER

Primary: Jose Avina

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SECURE THE SCHOOL SITE AFTER AND EMERGENCY AND TURN OFF UTILITES AS NECESSARY.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. Identify yourself as the Security/Utilities Team Leaders by wearing your yellow hard hat and orange identification vest.

3. Help set up and establish the Command Post.

4. Read the entire Action Checklist.

5. TAKE NO ACTION THAT WILL ENDANGER YOURSELF OR OTHERS!

6. Assemble your Security/Utilities Team with no more than one key member who reports directly to you. Make assignments based on the remaining Action Checklist tasks. Report to Command Post to request assistance.

7. Your team member was:_____ .

8. Locate, control or extinguish fires as necessary.

9. If necessary, shut down the gas supply. Tag all valves you turn off and report their location to the Communication Team Leader to note on the School Site map.

- The valve is painted yellow (behind room 24 and outside of the front door of room 6). Check the site map for locations.
- Shut down water and electrical only if advised from the Command Post.

10. Post Caution tape around damaged or hazardous areas.

11. Lock all external gates, doors, and secure the school site. Verify that the campus is locked down and report to the Communication Team Leader over the radio when completed.

12. Route fire, rescue, police, etc. as appropriate.

13. Report and log all actions taken over the radio.

14. Check in at the Command Post for possible deployment to other areas of nee

FACILITIES TEAM LEADER

ACTION CHECKLIST

RECORD ANY ACTIONS TAKEN IN THE FOLLOWING AREAS.

WRITE NONE IF NOTHING WAS DONE.

1. Were any fires located, controlled or extinguished? If yes, document location.

2. Was it necessary to shut down the gas supply? Yes or No

3. Was it necessary to shut down water or electrical? Yes or No

4. Was caution tape posted? If yes, document location.

5. Were gate/entrances locked? Was Command Post Notified? Yes or No

Return to Command Post-Documentation and Information Liaison when completed.

Demobilization & Post-emergency Procedures

Demobilization Procedures:

1. Be sure staff members understand that as a government employee they are required to stay on campus and provide assistance for up to 72 hours if they are needed. Emphasize the need to make arrangements with their families in case this occurs.
2. After completing assignments, staff members are required to check-in with their superior or the Incident Command Staff to await a second assignment or approved dismissal.
3. Staff members will be released according to the established Staff Release List.
4. Develop an after action report for any emergency response due to a declared local emergency for which the governor proclaims a state of emergency, and submit it to the District EOC. The report shall include a review of the response actions taken, application of SEMS, suggested modifications to SEMS, necessary modifications to plans and procedures, identified training needs, and recovery activities to date.
5. The District EOC will then review and submit the after action report to the Office of Emergency Services (OES) within 90 days of the close of the incident period.
6. Conduct a post-incident performance debriefing meeting to discuss incident response actions and determine areas of improvement.

Earthquake

Prior to Earthquake

1. Please discuss all our emergency procedures with students as soon as possible.
2. Maintain evacuation backpack, bucket and clipboard in a visible & easily accessible location adjacent to the evacuation exit.

3. Know your evacuation route and ensure evacuation maps are posted at exit(s).
4. Participate in practice drills and maintain knowledge of emergency procedures.
5. Ensure tall furnishings are secured to the walls to prevent them from falling on individuals and potentially obstructing exits or walk paths.
6. Do not store unsecured heavy items above 72 inches.
7. Maintain exits free from obstructions.

During an Earthquake

1. The teacher or other staff member will shout the command, "Drop!"
2. The students are to "Drop, Cover and Hold."
3. If inside the school building students and school employees shall:
   - Get under equipment (desks, tables, etc.) where available.
   - Drop to your knees with your back to the windows and your knees together.
   - Clasp both hands firmly around the legs of a table or a desk; if this equipment is not available clasp your hands firmly behind your neck.
   - Remain in this position until a staff member says the emergency is over.
   - Once the shaking has stopped, initiate an evacuation.
4. If students and staff are outside of the school building during an Earthquake:
   - Move away from building, overhead electrical wires and stay away from objects that might fall during an Earthquake.
   - Drop to your knees and clasp your hands firmly behind your neck to protect your head.
   - Wait for shocks to subside.

After an Earthquake

1. Evaluate the classroom situation.
2. If safe, have students line up outside of the classroom.
3. **Leave the lights as they were prior to the earthquake**. Do not turn them on or off, especially in rooms where natural gas lines exist.
4. Leave doors opened and unlocked so that the search & rescue teams can check rooms for missing students.
5. Triage and stabilize students (30 seconds maximum per student) who are unable to follow your directions or have severe/life threatening injuries (Airway, Bleeding and Shock). **REMAIN WITH INJURED STUDENT IF IT IS SAFE TO DO SO.**
6. Escort the students including mobile injured students (by the safest route) to the Evacuation Area. Be careful not to aggravate any injuries. Take mobile injured students to the Medical First Aid Area.
7. Evacuate with your emergency evacuation backpack, bucket and clipboard.
8. Complete an attendance report (take roll when you arrive in the Evacuation Area). Report any missing persons, injured persons left behind, individuals taken to First Aid, and room damage to the Evacuation Area Director.
9. Supervise students at the Evacuation Area or report to the Incident Command Post as designated for your assigned job responsibility.

The Drill:

You will hear a continuous bell for 1 minute. This is when you duck, drop, cover, and hold (if inside). This bell is followed by 3 short rings and pauses to indicate that it is safe to evacuate. Please read the information below about immediate evacuation.

During the Earthquake/Drill

- Duck, drop, cover, and hold on (if inside).
- Evacuate building once immediate disaster ends.
- No student stays behind unless injured and unable.
- Proceed to assigned location when safe to do so.

At the Assembly Area

- Check to make sure "buddy" teacher is at their location. You "buddy" is the teacher standing directly behind you or in front of you in line on the black top. Report if entire or partial class is missing to the Assembly Coordinator.
- Line up single file. After roll has been taken you can make two lines. It is easier to see everyone.

- Account for all of your students.
- Account for all adults in your classroom.
- Distribute your students' emergency ID's.
- Fill out a Student Roster Accounting Form to indicate if student is present, absent, missing or injured. Indicate the same for any adults assigned or in your room.
- Send Student Roster Accounting Forms to Reunification Leader/Brooke Schwartz.
- Information is to be provided to the Command Post during the drill.

o Student Accounting Form

o Missing or Injured Students, Adults or Classrooms that were not originally reported on accounting sheet need to be reported to Assembly Area Leader who will relay to the Command Post.

o Notice of First-Aid given-(First Aid provides).

- Teachers with a specific duty will check in with the command post for direction after their class has been secured with supervision.
- Notify assembly area coordinator when reporting for your assignment, and proceed to the disaster bin to assist with step up.
- Anyone not assigned to a class must assist with monitoring assembly area or be assigned a job.
- DO NOT send students back into buildings, including restrooms.
- Follow given protocol and/or wait for further instructions.
- Be a calming influence on students and staff.
- Special Education Team and Playground Supervisors will report directly to the emergency bin and assist with step up, and return to the assembly area to assist with student/classroom monitoring or other duties as assigned.

SCHOOL INCIDENT COMMANDER

Primary: Molly Hwang, Principal

Alternate:

ACTION CHECKLIST

1. Activate appropriate alarm/warning systems.

2. Evacuate buildings/school site, as required.

3. Set up Command Post and identify yourself as the School Incident Commander (e.g., vest, visor, flag, etc).

4. Read this entire Action Checklist.

5. Determine Level (Black, Red, Yellow, Green or Blue) of emergency and activate your School Emergency Plan based on:

- Initial reports from impacted areas
- Estimate of the incident severity and duration
- Need for classroom and/or site evacuation/protection

6. Appoint and brief the staff as needed.

7. Account for all students and staff as quickly as possible.

8. Develop overall strategy/policy with the Command Staff and Section Chiefs:

- Assess the situation
- Define the problems(s)
- Establish priorities

9. Develop an Incident Action Plan with the aid of your Command Staff.

10. Request resources from other schools (undamaged) through the District Emergency Operations Center (people, disaster supplies, etc.)

11. Establish periodic briefing sessions in the Command Post with the entire Command Staff and Chiefs.

12. If there is little to no damage at your school, be prepared to provide assistance to the District or other schools if the disaster is district-wide.

13. Assure that the required record and documentation of personnel and equipment used during the emergency are maintained. Precise information is essential to meet requirements for reimbursement by state and federal governments.

14. Insure provisions of mental health counseling to staff, students, and families during and after the disaster.

15. At conclusion of the drill, debrief with staff.

FACILITIES TEAM LEADER

Primary: Jose Avina

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SECURE THE SCHOOL SITE AFTER AND EMERGENCY AND TURN OFF UTILITES AS NECESSARY.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. Identify yourself as the Security/Utilities Team Leaders by wearing your yellow hard hat and orange identification vest.

3. Help set up and establish the Command Post.

4. Read the entire Action Checklist.

5. TAKE NO ACTION THAT WILL ENDANGER YOURSELF OR OTHERS!

6. Assemble your Security/Utilities Team with no more than one key member who reports directly to you. Make assignments based on the remaining Action Checklist tasks. Report to Command Post to request assistance.

7. Your team member was:_____ .

8. Locate, control or extinguish fires as necessary.

9. If necessary, shut down the gas supply. Tag all valves you turn off and report their location to the Communication Team Leader to note on the School Site map.

- The valve is painted yellow (behind room 24 and outside of the front door of room 6). Check the site map for locations.
- Shut down water and electrical only if advised from the Command Post.

10. Post Caution tape around damaged or hazardous areas.

11. Lock all external gates, doors, and secure the school site. Verify that the campus is locked down and report to the Communication Team Leader over the radio when completed.

12. Route fire, rescue, police, etc. as appropriate.

13. Report and log all actions taken over the radio.

14. Check in at the Command Post for possible deployment to other areas of nee

FACILITIES TEAM LEADER

ACTION CHECKLIST

RECORD ANY ACTIONS TAKEN IN THE FOLLOWING AREAS.

WRITE NONE IF NOTHING WAS DONE.

1. Were any fires located, controlled or extinguished? If yes, document location.

2. Was it necessary to shut down the gas supply? Yes or No

3. Was it necessary to shut down water or electrical? Yes or No

4. Was caution tape posted? If yes, document location.

5. Were gate/entrances locked? Was Command Post Notified? Yes or No

Return to Command Post-Documentation and Information Liason when completed.

SEARCH AND RESCUE TEAM LEADER

Primary: Lesli Melchor

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. Identify yourself as the Search and Rescue Team Leader by wearing your yellow hard hat and orange identification vest.

3. Read this entire Action Checklist.

4. Receive any critical information from the Incident Commander of the location of impacted buildings containing possible injuries and trapped victims.

5. Refer to Map for additional visual information for deployment of teams.

6. Assemble two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

7. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

8. S&R Team Leader will dispatch team(s) after receiving direction at Incident Commander.

9. S&R Team Leader communicates with Information Liaison for map documentation when deploying S&R Teams.

10. USE extreme caution upon the entrance of buildings as they may be unstable.

11. Team members should stay together at all times. Team members should never sweep a room or area alone.

12. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

13. Inspect rooms/buildings visually, vocally and physically.

14. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

15. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

16. All injured persons are to be sent to medical for treatment prior to returning to the assembly area.

17. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

18. Report back to Command Post and awaits further deployment

SEARCH AND RESCUE TEAM #1

Primary: Team #1 –Nien Ta and Nicole Van Gorder

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

3. Read this entire Action Checklist.

4. Receive any critical information from the Search and Rescue Team Leader of the location of impacted buildings containing possible injuries and trapped victims.

5. Assemble into two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

6. S&R Team Leader will dispatch team(s) after receiving direction from Communication Leader.

7. USE extreme caution upon the entrance of buildings as they may be unstable.

8. Team members should stay together at all times. Team members should never sweep a room or area alone.

9. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

10. Inspect rooms/buildings visually, vocally and physically.

11. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

12. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

13. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

14. All injured persons are to be sent to medical for treatment, prior to returning to assembly area.

15. Report back to Command Post and await further deployment.

SEARCH AND RESCUE TEAM #2

Primary: Team #2 Terri Daou and Erin Marino

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

3. Read this entire Action Checklist.

4. Receive any critical information from the Search and Rescue Team Leader of the location of impacted buildings containing possible injuries and trapped victims.

5. Assemble into two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

6. S&R Team Leader will dispatch team(s) after receiving direction from Communication Leader.

7. USE extreme caution upon the entrance of buildings as they may be unstable.

8. Team members should stay together at all times. Team members should never sweep a room or area alone.

9. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

10. Inspect rooms/buildings visually, vocally and physically.

11. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

12. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

13. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

14. All injured persons are to be sent to medical for treatment prior to returning to assembly area.

15. Report back to Command Post and await further deployment.

INFORMATION LIAISON

Primary: Janet McKenna

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: DEVELOP ACCURATE AND COMPLETE INFORMATION REGARDING THE DISASTER AT THE SCHOOL SITE FOR RELEASE TO APPROPRIATE DISTRICT PERSONNEL OR AGENCIES, IF REQUIRED.

ACTION CHECKLIST

1. Report to the Command Post.

2. Obtain a briefing from the Incident Commander.

3. Identify yourself as the Information Officer by wearing your yellow hard hat and orange identification vest.

4. Only one Information Officer at the School Site. Assistants may be assigned, if necessary.

5. Read the entire Action Checklist.

6. Assess the situation and record information for the Communication Team Leader on the Situation Slips regarding the following:

- Incident or disaster cause_____
- Time of Origination_____
- Determine Emergency Color Level_____
- Current situation (e.g., number of injuries, deaths, damage, evacuation plans, shelter information, etc.)_____
- Resources committed:_____
- Other resources needed:_____
- Any other matters of general interest:_____

7. Prepare the initial information summary as soon as possible after the onset of the disaster or emergency and contact and coordinate with Communication Team Leader.

8. Keep alert of all information being relayed by the Command Center.

9. Establish a rumor control system for the school site to make sure accurate approved information is being disseminated.

10. Your actions, communications, and phone calls will be recorded by the Documentation Team Leader.

DOCUMENTATION TEAM LEADER

Primary: Alma Flores

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: MAINTAINS COMPLETE INCIDENT DOCUMENTATION AND HISTORY AT THE SCHOOL SITE.

ACTION CHECKLIST

1. Report to the Command Center.

2. Obtain a briefing from the Incident Commander.

3. Read the entire Action Checklist.

4. Document incidents and communication occurring at the school site on a notepad.

5. Maintain accurate records.

6. Collect, store, and maintain disaster files for legal, analytical and historical purposes for Communication Team Leader:

- Report Forms
- Logs
- Messages
- Reports

I have collected all of the required logs and provided them to the Communication Team Leader.

_____

DOCUMENTATION TEAM LEADER SIGNATURE

Sign and Return to Communication Team Leader at the conclusion of the event.

COMMUNICATIONS TEAM LEADER

Primary: Addys Gonzalez

Alternate: Kelly McNutt

Reports to: INCIDENT COMMANDER

Responsibilities: MAINTAIN CONTACT TO AND FROM THE OUTSIDE WORLD.

ACTION CHECKLIST

1. Report to the Command Center.

2. Obtain a briefing from the Incident Commander.

3. Identify yourself as the Communication Team Leader by wearing your yellow hard hat and orange identification vest.

4. Read the entire Action Checklist.

5. Determine the condition of the of the school's emergency radios. Prepare them for the Search and Rescue Teams.

6. Communicate the Emergency Color Code and assign someone to display the school emergency code in a visible area for helicopter support.

7. Determine communications to and from the school site using whatever methods are available. Check with staff to see if they have working equipment that is accessible. This could include:

- Two-way Radios (Communication with District Office)

8. Monitor the Emergency Alert System (EAS) on AM/FM radio stations for the latest information. (Use a portable, battery powered radio.)

9. After the drill, collect and sign off on the following statement:

- Required Documentation Collection: Search and Rescue Logs, Medical Team Logs, Reunification Logs which include student release forms, Runner Logs, Situation Analysis Logs, and Information Logs.

10. Debrief with team.

11. Forwards complete history to the District Office after reviewing it with the Incident Commander.

COMMUNICATIONS TEAM LEADER

ACTION CHECKLIST

1. School's emergency radios checked and distributed. Yes or No

2. Warning system visible on ground. Yes or No

3. Coordinate with the Incident Commander. Yes or No

4. Survey site communication equipment . Yes or No

5. School Site Communication Methods: (Check all that apply)

Mobile/Cellular Telephones _____available _____not available

Telephone _____available _____not available

Two-Way Radios _____available _____not available

Monitor Alert Systems _____available _____not available

Keep the Incident Commander advised and updated by maintaining the whiteboard when information is requested.

MEDICAL TEAM LEADER

Primary: Health Office Aid/Nurse

Alternate: Maria Madera and Maggie Hall

Reports to: INCIDENT COMMANDER

Responsibilities: ESTABLISHES THE SCHOOL SITE FIRST AID CENTER FOR TRIAGE AND TREATMENT OF INJURED STUDENTS AND STAFF AND TO ESTABLISH A MORGUE, IF NECESSARY.

ACTION CHECKLIST

1. Report to the Incident Commander at the Command Post as soon as possible.

2. Identify yourself as the Medical Team Leader by wearing your yellow hard hat and orange identification vest.

3. Obtain your radio.

4. Read the entire Action Checklist.

5. Determine the location of the designated school site first Aid Center and confirm that location with the Safety Officer at the Command Post. Use the pre-designated location if safe: Grass Field clear of overhead wires and out of view from Student Population

a. Alternate Location:_Any open space out of sight of parents and students.

6. Determine how many team members will be needed to triage, treat, bear stretchers or be runners.

7. Assemble your Medical Team with no more than five key members who report directly to you. Contact Information Liaison to request additional volunteers to serve as your team members, as needed.

8. Document Members of the Medical Team. (Write their names here):

9. Gather all First Aid supplies and take to the designated area.

10. Review Health Concern List of students provided by the health office.

11. Assign trained Team members to triage all incoming injured students using the S.T.A.R.T (Simple Triage and Rapid Treatment) Method. Tag the injured with triage tags.

12. Record all injured by name and injuries on the Head to Toe Patient. Evaluation Form and relay that information to the Information Liaison at the Command Post.

13. Supervise the treatment of injured patients by trained first aiders.

14. If medical assistance from outside agencies is needed, contact the Command Post on channel 14.

15. Coordinate the request for additional resources, both personnel and equipment, with the Information Liaison

16. Turn in all documentation and forms to the Communication Team Leader.

MEDICAL TEAM MEMBER

Primary: Maria Madera and Maggie Hall

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: ESTABLISHES THE SCHOOL SITE FIRST AID CENTER FOR TRIAGE AND TREATMENT OF INJURED STUDENTS AND STAFF AND TO ESTABLISH A MORGUE, IF NECESSARY.

ACTION CHECKLIST

1. Report to the Medical Team Leader at the Command Post as soon as possible.

2. Identify yourself as the Medical Team Members by wearing your yellow hard hat and orange identification vest.

3. Read the entire Action Checklist.

4. Assemble your Medical Team with no more than five key members who report directly to you. Contact Information Liaison to request additional volunteers to serve as your team members, as needed.

5. Document Members of the Medical Team. (Write their names here):

6. Gather all First Aid supplies and take to the designated area.

7. Review Health Concern List of students provided by the health office.

8. Assign trained Team members to triage all incoming injured students using the S.T.A.R.T (Simple Triage and Rapid Treatment) Method. Tag the injured with triage tags.

9. Record all injured by name and injuries on the Head to Toe Patient. Evaluation Form and relay that information to the Information Liaison at the Command Post.

10. Supervise the treatment of injured patients by trained first aiders.

11. If medical assistance from outside agencies is needed, contact the Command Post.

12. Coordinate the request for additional resources, both personnel and equipment, with the Information Liaison

13. Turn in all documentation and forms to the Communication Team Leader.

REUNIFICATION LEADER

Primary: Brooke Schwartz

Alternate: Maria Gonzalez and Esperanza Diaz

Reports to: INCIDENT COMMANDER

Responsibilities: RESPONSIBLY REUNITE STUDENTS WITH THEIR FAMILIES.

ACTION CHECKLIST

1. Go to the Emergency Bin and obtain your vest and yellow hard hat.

2. Identify yourself as the Reunification Leader by wearing your yellow hard hat and orange identification vest.

3. Obtain your radio.

4. Read the entire Action Checklist.

5. Keep calm.

6. Obtain emergency book from the office or emergency bin.

7. Account for all staff and students using emergency roster reporting sheets submitted to you in the assembly area.

8. Report to the Command Post as soon as possible.

9. Brief with the Incident Command Leader.

10. Go to the Reunification Gate which is gate between Cafeteria and fence on Clark.

11. Assign staff and volunteers to assist you at the Family Reunification Area.

12. Immediately begin the process of reuniting students with their parents or an authorized adult.

- Obtain the name of the student from the requesting individual.
- Check requesting individual's name from the emergency book to verify authorization of that adult.
- Ask for valid identification if you have any doubt about the person requesting pick up of the child.
- Call for a runner from the Assembly Area Leader.
- Have the adult sign the front of the student emergency form in the book.
- Keep the signed emergency form.
- Confirm that the student recognizes the requesting adult and that the student feels safe being released to that person.

13. Keep a record of all students leaving the school site.

14. Be prepared to inform the Command Post of students who have been released, if requested.

MEDICAL TEAM LEADER

Primary: Health Office Aid/Nurse

Alternate: Maria Madera and Maggie Hall

Reports to: INCIDENT COMMANDER

Responsibilities: ESTABLISHES THE SCHOOL SITE FIRST AID CENTER FOR TRIAGE AND TREATMENT OF INJURED STUDENTS AND STAFF AND TO ESTABLISH A MORGUE, IF NECESSARY.

ACTION CHECKLIST

1. Report to the Incident Commander at the Command Post as soon as possible.

2. Identify yourself as the Medical Team Leader by wearing your yellow hard hat and orange identification vest.

3. Obtain your radio.

4. Read the entire Action Checklist.

5. Determine the location of the designated school site first Aid Center and confirm that location with the Safety Officer at the Command Post. Use the pre-designated location if safe: Grass Field clear of overhead wires and out of view from Student Population

a. Alternate Location:_Any open space out of sight of parents and students.

6. Determine how many team members will be needed to triage, treat, bear stretchers or be runners.

7. Assemble your Medical Team with no more than five key members who report directly to you. Contact Information Liaison to request additional volunteers to serve as your team members, as needed.

8. Document Members of the Medical Team. (Write their names here):

9. Gather all First Aid supplies and take to the designated area.

10. Review Health Concern List of students provided by the health office.

11. Assign trained Team members to triage all incoming injured students using the S.T.A.R.T (Simple Triage and Rapid Treatment) Method. Tag the injured with triage tags.

12. Record all injured by name and injuries on the Head to Toe Patient. Evaluation Form and relay that information to the Information Liaison at the Command Post.

13. Supervise the treatment of injured patients by trained first aiders.

14. If medical assistance from outside agencies is needed, contact the Command Post on channel 14.

15. Coordinate the request for additional resources, both personnel and equipment, with the Information Liaison

16. Turn in all documentation and forms to the Communication Team Leader.

MEDICAL TEAM MEMBER

Primary: Maria Madera and Maggie Hall

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: ESTABLISHES THE SCHOOL SITE FIRST AID CENTER FOR TRIAGE AND TREATMENT OF INJURED STUDENTS AND STAFF AND TO ESTABLISH A MORGUE, IF NECESSARY.

ACTION CHECKLIST

1. Report to the Medical Team Leader at the Command Post as soon as possible.

2. Identify yourself as the Medical Team Members by wearing your yellow hard hat and orange identification vest.

3. Read the entire Action Checklist.

4. Assemble your Medical Team with no more than five key members who report directly to you. Contact Information Liaison to request additional volunteers to serve as your team members, as needed.

5. Document Members of the Medical Team. (Write their names here):

6. Gather all First Aid supplies and take to the designated area.

7. Review Health Concern List of students provided by the health office.

8. Assign trained Team members to triage all incoming injured students using the S.T.A.R.T (Simple Triage and Rapid Treatment) Method. Tag the injured with triage tags.

9. Record all injured by name and injuries on the Head to Toe Patient. Evaluation Form and relay that information to the Information Liaison at the Command Post.

10. Supervise the treatment of injured patients by trained first aiders.

11. If medical assistance from outside agencies is needed, contact the Command Post.

12. Coordinate the request for additional resources, both personnel and equipment, with the Information Liaison

13. Turn in all documentation and forms to the Communication Team Leader.

NOTE: School Personnel are recommended for the Reunification Leader Position because they know and can recognize most parents.

ASSEMBLY AREA LEADER

Primary: Bridget Highfill

Alternate:

Reports to: REUNIFICATION GATE

Responsibilities: SENDS STUDENTS WITH FIFTH GRADE RUNNERS TO BE RELEASED TO PARENTS/GUARDIANS.

ACTION CHECKLIST

1. Report to the Command Post.

2. Identify yourself as the Assembly Area Leader by wearing your yellow hard hat and orange identification vest.

3. Read the entire Action Checklist.

4. Obtain a walkie-talkie, pen and class lists from clipboard.

5. Assign staff and volunteers to jobs and supervision where needed and requested.

6. Reunification Gate will contact you by radio to send students being sent home.

7. Send a runner to obtain the requested student and bring to the Family Reunion Area.

8. Document time start time and check off when they have returned for next student.

9. Highlight students from class lists that you have sent home as requested by the Reunion Area.

As we reflect on our drill, please add your comments to this form and return to Addys at the conclusion of the disaster drill or by the end of the day so we can use to reflect on our practices and make improvements as necessary. Use the back if your responses require additional space.

Debriefing Rules -All members, especially the leaders, must be comfortable talking about errors they might have made. Human error is a fact of life. We all make mistakes, and there is no process or event, when human element is involved, that is free of them. It just doesn't make sense to continue to make them; it is better to talk about how we can improve. Everyone must be ready to stand up for their own mistakes and be willing to constructively talk about others' mistakes.

1. What went well?

2. What did not go well?

3. What changes recommended for future drills?

4. Top 3 Lessons Learned?

6. Anything else we should know?

Explosion or Risk of Explosion

In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, **DUCK AND COVER** under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".

3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to their designated location and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Fire on School Grounds

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are clearly posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a **signal to evacuate**. The evacuation alarm signal established can include "A possible fire has been reported in the building, please exit the building."
2. Order a verbal evacuation if the fire alarm does not sound.
3. **Call 911**.
4. Notify the Superintendent.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should **clear the building immediately**. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In case of FIRE ONLY, close the doors upon evacuating.
10. **Teachers will take their roll books and emergency bags** to the evacuation site, **take roll**, and complete an attendance report. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
11. If an emergency evacuation occurs when you are in the corridors, join the nearest class in leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
14. The Command Staff will take the student emergency forms to the Evacuation Area.
15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

Fire drills are scheduled for the following dates: 8/23/18, 9/24/18, 10/18/18, 11/8/18, 12/5/18, 1/30/19, 2/15/19, 3/5/19, 4/3/19 and 5/2/19.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander

1. Determine if evacuation is required.
2. Notify District Superintendent or District Office of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.

4. Post a notice on the office door stating where the school has relocated and inform the District Office.
5. Monitor local radio and television stations for flood information.
6. Notify District Superintendent of school status and action taken.
7. Delegate a search team if students or staff have been determined to be missing.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures if school dismissal is warranted by the District Office.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by property authorities.

High Heat & Heat Illness Procedures

AR 3514.11

The Board of Education is aware of research the health hazards of smog/smoke/weather extremes. It is intent of the Board to protect the general welfare of parents/guardians, staff and students regarding the health hazards of smog, smoke, and weather extremes.

The Superintendent or designee shall develop administrative regulations for the proper implementation of the policy with the recommendations of the Southern California Air Quality Management District and recognized public safety organizations.

Policy BURBANK UNIFIED SCHOOL DISTRICT

adopted: January 18, 2007 Burbank, California

BP 3514.11

Unhealthy Air Episodes

1. Notification

a. The Pupil Services Department office will receive notification of the air quality index from the Air Quality Management District (A.Q.M.D.). Designated district employees will receive the information daily pertaining to Air Quality Index (AQI) readings and predictions for the day.

b. If a smog episode is predicted, the Pupil Services/Health Services will notify each school site and Directors of Maintenance/Operations, Grounds, and Special Education to prepare for modified activities. Each school and department head will be notified again when an episode has ended.

c. Upon receipt of notification that an unhealthy air episode has been declared, each principal/designee shall be responsible for notifying all students and staff members present that an episode has been declared. Directors of Maintenance/Operations, and Grounds shall be responsible for notifying department employees of the declared episode.

d. School Principal or designee and Special Education Director/designee shall notify transportation companies.

e. Once a smog/smoke episode has been declared, the procedures required by these regulations shall remain in effect until notification has been received that the episode has ended or until sunset, whichever occurs first.

2. Health Advisories

a. Sensitive (AQI 101-150)

(1) Sensitive people: includes students with asthma, other respiratory problems or heart disease, students with notes from physicians, and students who are complaining about the effects of unhealthy air.

(2) Students designated with sensitivity to unhealthy air may participate in an activity/event while self-limiting their participation

b. Unhealthy (AQI 151-200)

(1) Everyone, including healthy adults and children, should avoid prolonged periods of vigorous outdoor exercise (not to exceed 10 minutes). Short bursts of physical activity that do not increase the rate and depth of respiration for extended periods of time may be acceptable.

(2) Less vigorous activities that may be continued for extended time periods.

c. Stage 1 Smog Alert - Very Unhealthy (AQI 201-274)

(1) Any student with respiratory or heart problems, or whose physician has so requested, should be exempt from and physical activity during this stage and should remain indoors where possible. This includes students who are complaining about the effects of unhealthy air.

(2) The intent of this directive is to allow the continuance of a modified physical education and recreation program during the first stage while avoiding strenuous exercise, which might injurious to a student's health.

(3) In determining whether a proposed activity can be conducted during declared smog alert, supervising personnel shall examine each proposed activity to determine its potential for unmistakably increasing the respiration rate for an extended period. The intensity of an activity may be the deciding factor as to whether it shall be included in, or excluded from, the program of the day.

(4) League regulations governing interscholastic competition will be honored. It is the responsibility of the home school principal to cancel an outdoor athletic event if a prediction is made by the S.C.A.Q.M.D. at least one hour prior to the scheduled event. The intent of this regulation is to provide enough lead-time on cancellation to stop officials and visiting teams from unnecessary travel and to minimize confusion, which will always accompany a cancellation. This is based on the assumption that any Stage 1 alert that might develop without a prediction would be at a minimal level.

d. Stage 2 Smog Alert (AQI 275-299)

(1) All unnecessary physical activity will be avoided. Scheduled non-physical activities such as board games, video games, arts and crafts, and slow walking. Every effort should be made to keep students indoors.

(2) In the event that an unpredicted Stage 2 alert is declared, the interscholastic competition and physical exercise shall cease immediately.

e. Stage 3 Smog Alert (AQI 300 or above)

All schools will be closed if notification is received by 11 a.m. on the day prior to the anticipated Stage 3.

Heat/Humidity

1. Outdoor activities by students and staff shall be modified to prevent heat stroke/heat exhaustion during hot weather.

2. When temperatures are 80 to 94 degrees Fahrenheit, the following precautions shall be taken for students involved in outdoor exercise and/or events:

a. Provide adequate time (at least 10 minutes per hour) for water breaks, rest and cooling for every half hour of physical activity.

b. Staff should review the Confidential Health Concerns notification provided by Health Service for those students who may be at risk.

c. During period of moderate to high humidity, avoid prolonged vigorous activity.

3. When temperatures are above 94 degrees Fahrenheit, the following precautions should be taken:

a. Follow items 2a and 2b above.

b. All vigorous outdoor activity may be suspended.

c. Limit outdoor activities to short periods of time.

d. Watch carefully all athletes/students and especially those with health concerns.

e. Limit athletic practices to short, non-vigorous work-outs.

Cold Weather

1. During periods of cold weather, school staff shall determine the availability of outdoor activity for students based on:

a. Wind factor

b. Student history of cold-related illness such as circulatory impairment, diabetes, etc.

2. The following precaution shall be taken to avoid cold-related illness:

a. Vary activity level according to the temperatures.

b. Avoid prolonged periods of outdoor exposure, especially during less vigorous activity.

Site Modifications

1. In addition to district regulations, each school shall establish guidelines to be used in implementation of the policy at the site. The principal/designee shall appoint a school site team to:

a. Assess the physical site, including the availability of shady areas, amount of grass, blacktop and accessibility of drinking fountains.

b. Define and identify sensitive students at the site, using the Confidential Health Concerns notification provide by health services. Consider also:

Students with notes from physicians regarding activity restrictions relative to unhealthy air and/or temperature.

c. Develop a plan to quickly notify these identified students when necessary.

d. Identify indoor areas for student activity and establish a plan for supervision.

e. Develop a list of suggested outdoor and indoor activities related to specific unhealthy air episodes, temperature extremes, and weather conditions considering school population, equipment and space available.

f. Consider modification of class schedules to allow physical education classes to be conducted in the morning.

g. Identify resources for student curriculum regarding effects of unhealthy air, temperature extreme, and preventative measures.

h. Develop a site plan based on the above considerations, with review by student Services/Health Service staff.

i. Communicate the school site plan to the Chief Facilities and Development Superintendent/designee for review.

j. Communicate the school site plan to students, parents/guardians, and staff.

Regulation BURBANK UNIFIED SCHOOL DISTRICT

approved: January 18, 2007 Burbank, California

Heat Illnesses: Symptoms, Causes, and Immediate Treatment

The three major forms of heat illnesses are heat cramps, heat exhaustion, and heat stroke. If a student shows any of the heat illness symptoms listed, first aid procedures are to be initiated immediately.

Heat Illness	Symptoms	Causes	Immediate Treatment
Sunburn	• Redness, pain, and/or swelling of skin • Blisters • Fever & headaches	• Exposure to high heat and ultraviolet radiation from the sun	• Leave water blisters intact to speed healing and avoid infection • If blisters break, apply dry sterile dressing • Refer serious cases to a physician
Dehydration	• Dry mouth • Thirst • Headache • Dizziness • Muscle cramps • Excessive fatigue • Decreased performance	• Lack of hydration	• Move student athlete to cool environment • Initiate oral rehydration • Maintain hydration throughout • If student fails oral rehydration (due to excessive nausea or vomiting) transport to medical facility for intravenous fluids
Heat Cramps	• Heat cramps are muscle pains or spasms, usually in the abdomen, arms, or legs that might occur in association with strenuous activity • Frequently occur sometime later after strenuous activity, or when relaxing	• Caused by heavy sweating during strenuous activity • Sweating depletes the body's salt and fluids. • Low salt levels in the muscles can cause painful cramps	• Stop all activity and sit in a cool place • Drink water, clear juice, or a sports beverage • Avoid drinking alcohol, soda, caffeine and sugar drinks • Avoid strenuous activity for a few hours after the cramps subside

Heat Illness	Symptoms	Causes	Immediate Treatment
Heat Exhaustion	• Heavy sweating • Paleness • Muscle cramps • Tiredness/ weakness • Dizziness • Headache • Nausea or vomiting • Fainting • Cool & moist skin • Fast & weak pulse rate • Fast & shallow breathing	• Heat exhaustion can develop after several days of exposure to high temperatures • Inadequate or unbalanced replacement of fluids • Exercising in a hot environment	• Move out of the sun and seek a cool air-conditioned environment • Rest • Take a cool shower, bath, or sponge bath • Remove restrictive clothing, equipment, and helmets • Drink water, clear juice, or a sports beverage • If nausea occurs, discontinue drinking water and seek immediate medical attention
Heat Stroke	• Rectal body temperature of 104°F or higher • Red, hot, and dry or moist skin • Rapid, strong pulse • Throbbing headache • Dizziness • Nausea • Confusion • Unconsciousness	• Body Temperature rises rapidly • Sweat process fails • Body is unable to cool down	• If heat stroke is suspected, CALL 911 IMMEDIATELY • Move to shade/cool environment • Remove restrictive clothing, equipment, and helmets • Rapidly cool the ill person (immerse in cool water, cool shower, spray or sponge with cool water, apply ice bags at the neck, armpit, and groin area) • Monitor temperature and continue cooling until temperature drops to 101-102°F • Remove person from water to prevent overcooling • Provide sips of water • If emergency personnel are delayed, call the emergency room for further instructions • Ill person should be transported to the hospital for observation even after all field treatment has been successful

Lockdown Procedures

A lockdown will be initiated for one or more of the following situations: a major incident in the community or on campus or information from the police department. This may include situations such as rioting, a hostage situation, or a weapon or threat on campus. For the protection of all occupants of the building, in case of a lockdown, the following procedures have been established:

1. A lockdown may be initiated by an announcement over the PA, the announcement from the lockdown button, radio communication, text or email. Gunfire or other commotion may indicate the need to immediately lockdown.
2. Lock the doors, turn off lights, close the blinds, and stay out of sight. **Do not open a door after a lockdown initiation under any circumstances**.
3. Take cover within the room and consider preparing to go on the offensive.
4. Notify police, call 911. Advise police if you know the location, description or identity of the threat, or if you need medical direction for a victim.
5. Students, staff, or visitors found outside of classrooms during a lockdown initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.

6. Ignore all other bells. If a fire bell sounds during a lockdown, you are to remain inyour room or secured location until advised what to do via E-mail, text, telephone, or public address system. Do not automatically evacuate until you receive specific instructions.
7. Notify Superintendent or designated District EOC, if possible.
8. Do not attempt to restrain a student who runs outside.
9. If possible, silently take roll and account for students and staff. Notify Command Staff (via E-mail, text, or phone) of any missing persons or persons who were swept in from the outside.
10. Communication during the lockdown will take place via text or E-mail. Continue to monitor your texts or e-mail. Once the school is secured, a text or e-mail will be sent giving information relative to the situation. For extended lockdowns, regular texts or E-mails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: When dialing 911, the school's black digital Cisco phones inform Burbank police dispatch of your exact building and room location.
11. Until specific directions are given, students should not use cell phones to place calls, send texts, or access the internet or social media. All cell phones must be silenced. If the lockdown lasts for an extended period of time, directions will be given to teachers by e-mail, text, or phone as to how cell phones or other communication devices may be used by students.
12. The door to your room may be opened by administration or emergency responders to put in students/visitors who are caught out in the hallways during the lock down.
13. The lockdown will be lifted when judged to be safe by the police department, district personnel, or the Incident Commander. At that time, a school wide announcement will be made, or authorized personnel will go door-to-door, with a master key, and notify each classroom individually.

PLEASE NOTE: Lockdowns may last for several hours. Using the lockdown buckets, create relief stations for your students and yourself using the emergency buckets.

Site Specific Lockdown Procedure

WALT DISNEY'S LOCKDOWN (REVERSE DRILL) PROCEDURE

Lockdown Drill: To be conducted one time each semester. This shall be signaled by the public address system, through the all call phone system, radio communication, text or email. Gunfire or other commotion may indicate to students and staff the need to immediately lockdown without specific instructions. There are 2 types of lockdowns: Soft Lockdown: police activity in the neighborhood, unknown subject on campus, medical emergency, etc., and Hard Lockdown: known threat on campus, weapons present, imminent danger to staff and students.

- Everyone must get to a lockable space immediately.
- Close and lock all doors and windows, barricade the door, cover the windows and turn out the lights.
- Take cover in the room.
- Silence all cell phones. Silence all people.
- If possible, silently account for all students, staff and visitors in each room.
- Do not "peek" to see what is going on.
- Do not open the door once it is locked.
- Do not post on social media.
- Remain calm and wait for information via text, email, etc. Wait for an "all clear" to be made to deactivate the lockdown.

Medical First Aid Procedures

All Medical First Aid & Morgue Teams will assign a Team Leader and report all activity and incident information to the Medical First Aid Director. The Medical First Aid Director will report to the Operations Chief. During an incident the following First Aid & Morgue procedures will be followed:

Medical First Aid & Morgue Procedures

1. Retrieve Medical First Aid supplies from the emergency supplies container.
2. Set up Medical First Aid and Morgue areas. The Morgue area should be in as private an area as possible and as far from human activity as possible.
3. As victims arrive conduct proper triage procedures.

- Sort victims according to injury severity (Immediate, delayed, deceased) and tag all victims with a chief complaint using a triage tag or duct tape.
- List on the tag or tape: Category, time & victim number. If possible, identify individual.

4. Place victims in separate and distinct treatment areas, laying victims head to toe (one row per First Aid Team member).
5. If an individual must be moved, prepare victim for transport (cover all open wounds, splint fractures, and make patient comfortable).
6. Monitor victims' condition(s) and recheck periodically to evaluate if condition has changed. "Treat as you go…from head to toe."
7. Keep log of information and destinations of patients.
8. Maintain cleanliness throughout area!

Return-to-Play Considerations

When staff members are determining whether or not students should return to play after exhibiting signs of or diagnosed heat illness, the following considerations must be made during the assessment.

Dehydration:

- If degree of dehydration, as assessed by the supervising staff or coach, is minor and the student is symptom-free (see symptoms list), continued participation may be deemed as acceptable.
- If there is any concern for continuation of symptoms after oral rehydration on the field the student should be held out from continued participation.

Heat Cramps:

- Student should refrain from physical activity until resolution of symptoms.
- When symptoms have resolved, student should be assessed to determine if he/she can perform at the level needed for successful participation.
- If the episode was acute or severe, the student's diet, rehydration practices, electrolyte consumption, fitness status, level of acclimatization, and use of dietary supplements should be reviewed and modified to reduce the risk of recurrence.

Heat Exhaustion:

- Student should be symptom-free and fully hydrated.
- Avoid intense practice in heat for one day to ensure recovery from fatigue and dehydration.
- Physician clearance is recommended to rule-out possible underlying condition(s) that may predispose the student athlete for further problems.

Heat Stroke:

- Student should be symptom-free and fully hydrated.
- Medical clearance from student's physician is strongly recommended.
- To avoid recurrence, be sure to rule out any underlying condition or illness that predisposed the athlete to the heat illness.
- Avoid intense practice in heat for one day to ensure recovery from fatigue and dehydration.
- Correct any acclimatization and fitness level problems before player returns to full intensity training in heat.

Search & Rescue Procedures

All Search & Rescue Teams will assign a Team Leader and report all activity and incident information to the Search & Rescue Director. The Search and Rescue Director will report to the Operations Chief. During an incident the following Search & Rescue procedures will be followed:

1. After you have taken your class to the designated assembly area, take attendance.

2. Team up with other members of your S&R team. If any of your team members do not arrive, please notify someone at the S&R Team Command Post. You may be assigned another partner.
3. If you are a team leader, get a walkie-talkie and a master key from the Sweep Team Command Post.
4. Retrieve a backpack with your supplies.
5. You will be given a map of your assigned rooms to search based on intel that a person was last seen in that room.
6. Enter room only if directed or if you see or hear something requiring investigation, and then, only if it seems safe. Make a slash (\ ) on the door to indicate that you entered.
7. If you find any casualty, administer lifesaving first aid only. Locate a person in the area with a walkie-talkie and call for a stretcher if necessary.
8. After searching a classroom and conducting any necessary rescues, make another slash (/) to create an X upon exiting the room. Write the date and time in the upper quadrant of the X, your SR Team # in the left quadrant, any hazards discovered in the right quadrant, and number of remaining live or dead victims in the lower quadrant of the X.
9. Upon conclusion of your search, return to the Incident Command Post.

Important: While conducting a rescue, use radios for emergency contact only, such as, reporting an injured team member, requesting additional assistance to rescue victims, or reporting severe room damage and aborting the rescue.

Site Specific Search and Rescue Procedure

SEARCH AND RESCUE TEAM LEADER

Primary: Lesli Melchor

Alternate: Assigned as needed.

Reports to:INCIDENT COMMANDER

Responsibilities:SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. Identify yourself as the Search and Rescue Team Leader by wearing your yellow hard hat and orange identification vest.

3. Read this entire Action Checklist.

4. Receive any critical information from the Incident Commander of the location of impacted buildings containing possible injuries and trapped victims.

5. Refer to Map for additional visual information for deployment of teams.

6. Assemble two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

7. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

8. S&R Team Leader will dispatch team(s) after receiving direction at Incident Commander.

9. S&R Team Leader communicates with Information Liaison for map documentation when deploying S&R Teams.

10. USE extreme caution upon the entrance of buildings as they may be unstable.

11. Team members should stay together at all times. Team members should never sweep a room or area alone.

12. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

13. Inspect rooms/buildings visually, vocally and physically.

14. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

15. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

16. All injured persons are to be sent to medical for treatment prior to returning to the assembly area.

17. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

18. Report back to Command Post and awaits further deployment

SEARCH AND RESCUE TEAM #1

Primary: Team #1 –Nien Ta and Nicole Van Gorder

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

3. Read this entire Action Checklist.

4. Receive any critical information from the Search and Rescue Team Leader of the location of impacted buildings containing possible injuries and trapped victims.

5. Assemble into two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

6. S&R Team Leader will dispatch team(s) after receiving direction from Communication Leader.

7. USE extreme caution upon the entrance of buildings as they may be unstable.

8. Team members should stay together at all times. Team members should never sweep a room or area alone.

9. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

10. Inspect rooms/buildings visually, vocally and physically.

11. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

12. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

13. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

14. All injured persons are to be sent to medical for treatment, prior to returning to assembly area.

15. Report back to Command Post and await further deployment.

SEARCH AND RESCUE TEAM #2

Primary: Team #2 Terri Daou and Erin Marino

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: SUPERVISION OF A SEARCH AND RESCUE TEAMS THAT ARE DEPLOYED BY THE COMMAND POST AS NEEDED IN ORDER TO FIND, RESCUE OR REMOVE TRAPPED OR INJURED STUDENTS AND STAFF.

ACTION CHECKLIST

1. Report to the Incident Commander at the School Site Command Post as soon as possible.

2. All the S&R Team members should wear safety equipment, especially hard hats, goggles, and gloves.

3. Read this entire Action Checklist.

4. Receive any critical information from the Search and Rescue Team Leader of the location of impacted buildings containing possible injuries and trapped victims.

5. Assemble into two S&R Teams with at least two members per team who report directly to you. The S&R Team consists of:

- Team #1: Nien Ta and Nicole Van Gorder
- Team # 2: Terry Daou and Erin Marino

6. S&R Team Leader will dispatch team(s) after receiving direction from Communication Leader.

7. USE extreme caution upon the entrance of buildings as they may be unstable.

8. Team members should stay together at all times. Team members should never sweep a room or area alone.

9. Upon entering a building/room, notify the S&R Team Leader by radio by saying Team # 1 or 2 is entering Room_____, and mark the door with a / line using chalk and include the date of entrance to the left of X.

10. Inspect rooms/buildings visually, vocally and physically.

11. Upon exiting a building/room, notify the S&R Team Leader by radio by saying

Team # 1 or 2 has exited Room ____ and provide room status and injuries. For example, say all clear, has student trapped, class trapped, found student, student with broken leg, etc.

12. Upon exiting the room, mark the door with an additional \ to form an X and add to time to the right of the X .

13. Report all injuries to S&R Team Leader, and wait for instructions on how to proceed.

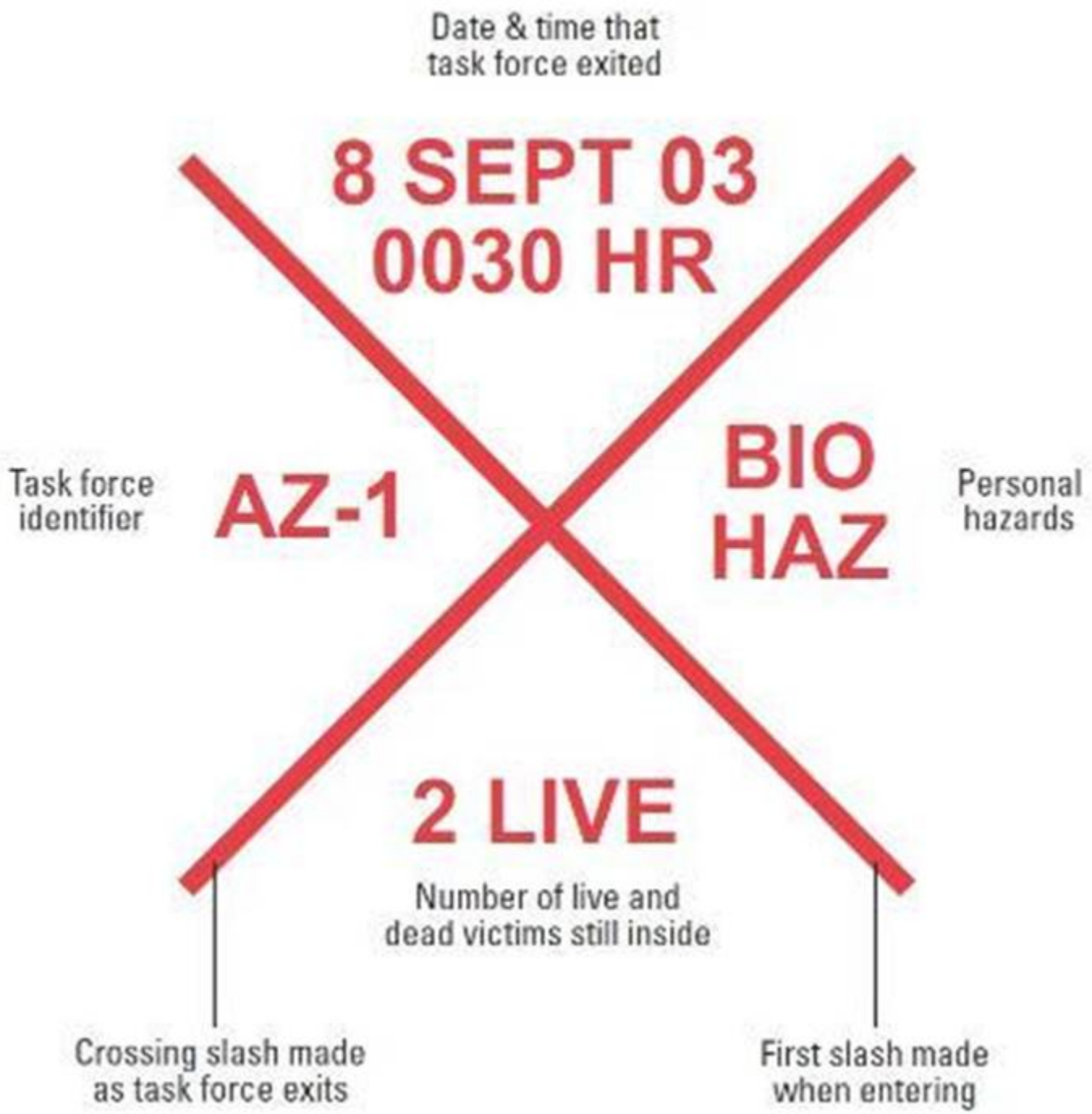
14. All injured persons are to be sent to medical for treatment prior to returning to assembly area.

15. Report back to Command Post and await further deployment.

Search & Rescue Marking System for Rooms

Enter room only if directed or if the team sees or hears something requiring investigation, and then only if it seems safe to enter. Make one slash if entering room and the other when exiting (or moving on to next room). Have paper, tape and Sharpies in S&R kit unless you just want to write on the door. Fill in as much info as possible, but if time is limited, try to at least get the time & date on there.

Other hazards might be wires down, broken glass, flooding.



Shelter in Place

Shelter in place will be initiated when there is a need for personal protection within buildings on a school campus or within a district building. Shelter may be necessary during one or more of the following situations: an incident involving an airborne contaminate from a hazardous material exposure, outdoor environment contamination, a chemical or biological spill, severe weather, a wildlife event or smoke from a local fire. For the protection of all occupants of the building the following procedures have been established:

1. A public address announcement will initiate Shelter-in-Place. For example, "*Shelter in Place, a hazardous chemical leak has been reported in the neighborhood surrounding our school.*
2. During an incident involving a hazardous material exposure or outdoor environment contamination the Command Staff or Campus Security Director should **immediately shut off fans and/or HVAC systems** to prevent indoor contamination. Some systems automatically provide for exchange of inside air with outside air. These systems, in particular, need to be turned off, sealed, or disabled. (*Shutting down HVAC may require shutting down entire electrical system.)
3. If necessary, notify emergency responders, call 911. Advise emergency responders if you know the location of the threat or if you need medical direction for a victim.
4. Notify Superintendent or designated District EOC.
5. Immediately close doors, close windows, seal air vents, and stay inside. Do not go outdoors unless otherwise instructed. Consider precutting plastic sheeting (heavier than food wrap) to seal windows, doors, and air vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall. Label each piece with the location of where it fits.
6. Students, staff, or visitors found outside of classrooms during a Shelter-in-Place initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.
7. Avoid Shelter-in-Place in a room with mechanical equipment like ventilation blowers or pipes, because this equipment may not be able to be sealed from the outdoors. Gyms and auditoriums may not be able to be sealed.
8. Take roll and account for students and staff. Notify Command Staff (via email or telephone) of any missing persons or persons who were swept in from the outside. Report anyone in need of medical attention.
9. Communication during Shelter-in-Place will take place via email, P/A and/or telephone. Continue to monitor your email, information relative to the situation will be distributed. For extended Shelter-in-Place situations, regular emails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: Communication with substitutes will take place via telephone. Please limit classroom telephone use to emergencies only.
10. Listen for further instructions until you are told all is safe or to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Structured Reunification of Students with Parents/Guardians

Depending upon the emergency response circumstances, family reunification with children may occur offsite.

1. Upon arrival parents check in at a Request Gate, show identification, verify emergency contact, and request their child for pick up.

2. Staff direct families to the Reunion Gate while additional staff call for or collect the children to reunite with families at the Reunion Gate.

REUNIFICATION LEADER

Primary: Brooke Schwartz

Alternate: Maria Gonzalez and Esperanza Diaz

Reports to: INCIDENT COMMANDER

Responsibilities: RESPONSIBLY REUNITE STUDENTS WITH THEIR FAMILIES.

ACTION CHECKLIST

1. Go to the Emergency Bin and obtain your vest and yellow hard hat.

2. Identify yourself as the Reunification Leader by wearing your yellow hard hat and orange identification vest.

3. Obtain your radio.

4. Read the entire Action Checklist.

5. Keep calm.

6. Obtain emergency book from the office or emergency bin.

7. Account for all staff and students using emergency roster reporting sheets submitted to you in the assembly area.

8. Report to the Command Post as soon as possible.

9. Brief with the Incident Command Leader.

10. Go to the Reunification Gate which is gate between Cafeteria and fence on Clark.

11. Assign staff and volunteers to assist you at the Family Reunification Area.

12. Immediately begin the process of reuniting students with their parents or an authorized adult.

- Obtain the name of the student from the requesting individual.
- Check requesting individual's name from the emergency book to verify authorization of that adult.
- Ask for valid identification if you have any doubt about the person requesting pick up of the child.
- Call for a runner from the Assembly Area Leader.
- Have the adult sign the front of the student emergency form in the book.
- Keep the signed emergency form.
- Confirm that the student recognizes the requesting adult and that the student feels safe being released to that person.

13. Keep a record of all students leaving the school site.

14. Be prepared to inform the Command Post of students who have been released, if requested.

Suicide Prevention

BUSD BP 5141.52

The Board of Education recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

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

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Policy BURBANK UNIFIED SCHOOL DISTRICT

adopted: January 18, 2018 Burbank, California

BUSD AR 5141.52

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of the district Director of Wellness in cooperation with one or more community mental health agencies and applicable staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Training materials shall include research-based approaches to addressing youth suicide, how to identify appropriate mental health resources at the school site and within the community, and when and how to refer youth and their families to resources and services. Training materials may be provided virtually for self-review. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance abuse disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; students experiencing harassment, trauma, or violence; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, trauma, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as personal/social skill development including interpersonal communication skills, problem-solving skills, and accessing resources; resiliency building skills such as goal-setting, problem-solving, and coping skills; access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy physical, mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Recognize signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can spark feelings of hopelessness, helplessness, or worthlessness leading to self-harm including suicide

2. Personal/social skill development including decision making, coping, goal setting, interpersonal communication, analyzing influences, and managing personal health choices leading to resiliency and self-efficacy

3. Destigmatize substance abuse, trauma, mental illness, mental disorders, and self-harm including suicide

4. Identify trained and trusted adults at school or within the community as well as crisis intervention resources where youth can get help for themselves or suicidal peers

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged and empowered to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of self-harm, including suicide, or when they suspect or have knowledge of another student's self-harm or suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal and school counselor, nurse, or other designated qualified personnel.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors, school psychologists, or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112 - Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation BURBANK UNIFIED SCHOOL DISTRICT

approved: January 18, 2018 Burbank, California

Preventing Youth Suicide

Warning Signs of Suicide

- Direct threats of suicide such as "*I am going to kill myself*".
- Indirect threats of suicide such as "*I wish I could fall asleep and never wake up.*"
- Seeking out ways to die or kill oneself.
- Talking about feeling trapped or in unbearable pain.
- Displaying mood swings, showing rage or talking about seeking revenge.
- Prior indicated risk of suicidal or prior suicidal behavior.
- Suicidal posts, plans, notes, or messages.
- Deliberate self-injury such as running into traffic, jumping from heights, or cutting/scratching/marking the body.
- Unusual changes in behavior, appearance, feelings, or actions.

The more of these signs, the greater the risk.

NASP, 2015 and National Suicide Prevention Lifeline, 2018

What to Do if Warning Signs Exist

- Try to remain calm.
- Provide constant supervision, do not leave the person alone.
- Remove any firearms, alcohol, drugs, or sharp objects that could contribute to a suicide attempt.
- Ask:" *Are you thinking about suicide?*"
- Listen and focus on concern for the person in non-judgmental tones and words.
- Seek immediate support from your pediatrician, community mental health provider, local police mental health team, or hospital. You may also phone **1-800-273-8255** 24/7 for immediate support.

NASP, 2015 and National Suicide Prevention Lifeline, 2018

Suicidal Risk Factors

Individual level: history of depression and other mental illnesses, hopelessness, substance abuse, certain health conditions, previous suicide attempt, violence, victimization and perpetration, and genetic and biological determinants.

Relationship level: high conflict or violent relationships, sense of isolation and lack of social support, family/loved one's history of suicide, stress at work, school, or with finances.

Community level: inadequate social or community connections, barriers to or lack of health care.

Social level: availability of lethal means of suicide, unsafe media portrayals of suicide, stigma associated with help-seeking and mental illness.

CDC, 2017

Suicidal Protective Factors

- Implement "*Safe Storage Practices*" including locking drugs/medicines, guns/weapons, sharp objects.
- Teach, model, and reinforce resiliency skills such as coping strategies, conflict resolution, critical thinking, and emotional expression skills.
- Participate in parent/child relationship-building programs that enhance positive parent/child interactions and improve child's behavioral, social, and emotional skills and abilities.
- Work with professionals to help the person at risk create a safety plan.
- When talking, blogging, commenting, social networking about suicide, include stories of hope, resiliency, and coping skills as well as the warning signs and links to treatment, services, and helplines.

CDC, 2017

SUICIDE INTERVENTION RESOURCES:

FAMILY SERVICE AGENCY OF BURBANK (FSA):	**1-818-845-7671**
http://familyserviceagencyofburbank.org/	
BURBANK POLICE MENTAL HEALTH EVALUATION TEAM (MHET):	**1-818-238-3000**
CALIFORNIA MENTAL HEALTH SERVICES AUTHORITY	
http://www.suicideispreventable.org/?know-the-signs	**1-800-273-255**
LA CHAPTER,AMERICAN FOUNDATION FOR SUICIDE PREVENTION,	**1-424- 327-7101**
https://afsp.org/chapter/afsp-greater-los-angeles/	
LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH:	**1-800-854-7771**
http://dmh.lacounty.gov/wps/portal/dmh	
NATIONAL SUICIDE PREVENTION LIFELINE	**1-800-273-8255**
https://suicidepreventionlifeline.org/	**TEXT: *START* 741741**
SOCIETY FOR THE PREVENTION OF TEEN SUICIDE	**1-732-410-7900**
http://www.sptsusa.org/	
TEEN LINE	**1-310-855-4673** 6pm-10pm
https://teenlineonline.org/	**TEXT: *TEEN* to 839863** 6pm-9pm
THE TREVOR PROJECT	**1-866-488-7386**
https://www.thetrevorproject.org/	

FOR MORE RESOURCES: **https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services**

BURBANK UNIFIED SCHOOL DISTRICT WELLNESS PROGRAMS AND SERVICES (818) 729-4451
E-Mail: johnparamo@burbankusd.org
or stacycashman@burbankusd.org

SITE GUIDANCE FOR SUPPORTING STUDENTS IN CRISIS*

If direct or indirect information is received that a student may have suicidal ideations or be in danger of self-harm, please follow these guidelines.

*IF THIS IS AN EMERGENCY: DIAL 911

1. Do not leave the student unattended.

2. Immediately notify the site administrator/designee.

3. Site administrator/designee phones Family Service Agency of Burbank (FSA) at: **818-845-7671** to determine if the student is supported by FSA since FSA may be able to provide counseling support. FSA contacts parents and updates site administrator/designee that same day.

4. If the student is not supported by FSA, seek support from BUSD school psychologist.

5. If BUSD school psychologist is unavailable, contact the BUSD School Psychology office and ask for immediate site support at: **818-729-4449.**

6. If BUSD school psychologists are unavailable or if additional support is needed for a student crisis assessment, contact Burbank Police Dispatch at: **818-238-3000** and ask for the Burbank PD Mental Health Evaluation Team (MHET). Provide details as requested by Burbank PD.

7. Notify parents once school psychologist, FSA, or BPD-MHET assessment has been made.

8. If the student is transported to a medical facility by Burbank PD, the school administrator/ designee E-mails a notification of a "*5585 transport by Burbank PD*" along with: **the student's ID#, the BPD Report #, whether parents were at school or will meet at the hospital** to:

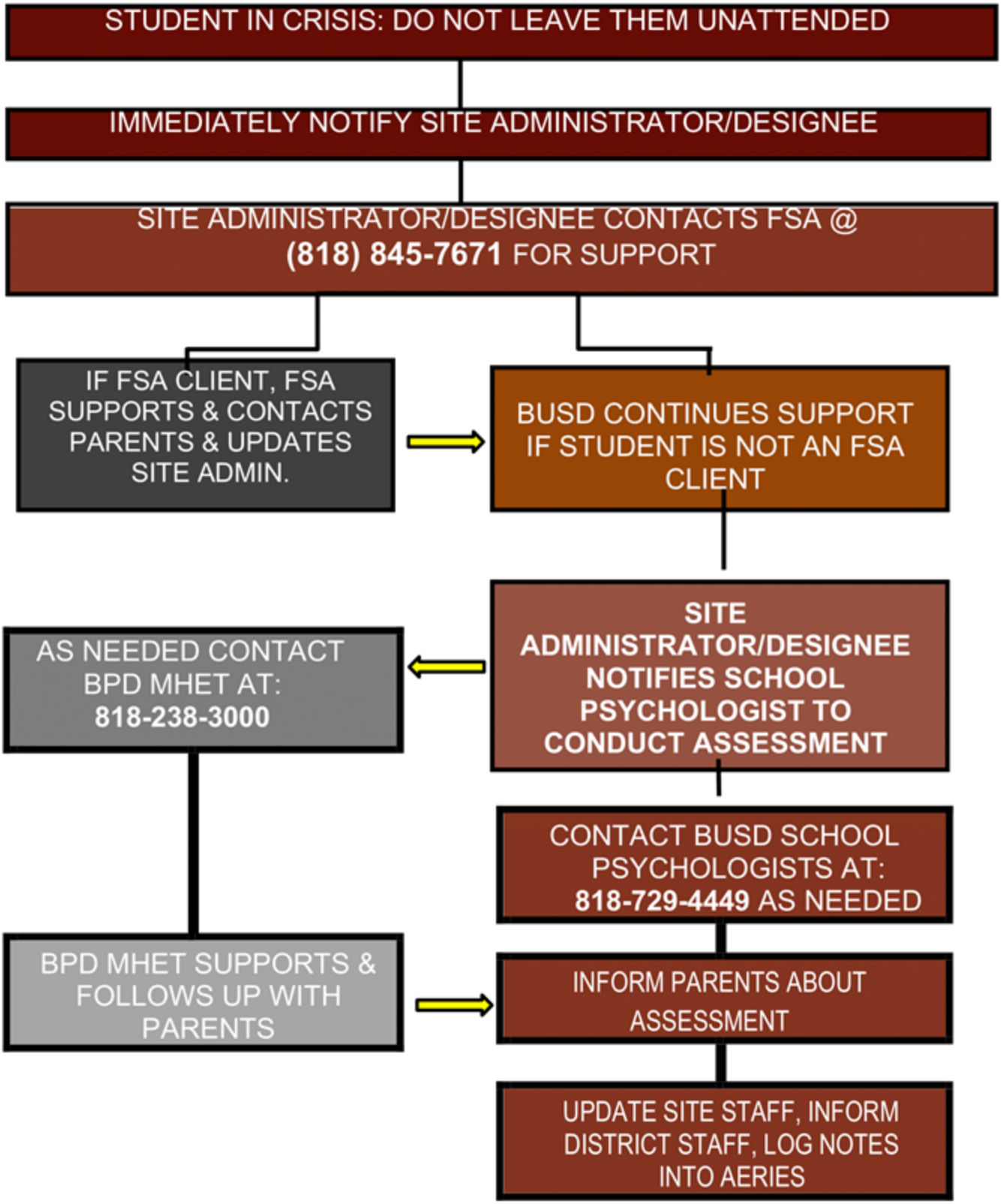
   - ✓ John Paramo, Director of Secondary Education if a secondary school student
   - ✓ Stacy Cashman, Director of Student Services or
   - ✓ Peter Knapik, Director of Elementary Education if an elementary school student
   - ✓ Kimberley Clark at District Office

9. In AERIES, Administrator notes: " *School Removal 5585*" under the GUIDANCE tab in the DISCIPLINE screen.

10. Administrator engages school nurse, school psychologist, and at secondary schools the school counselor for support plan for student upon return to school.

10/23/19

***IF THIS IS AN EMERGENCY: DIAL 911**



DOCUMENTATION & RECORDKEEPING

In this section, compliance with SEMS shall be documented in areas of planning (development, revisions, reviews), training, exercises (drills), and performance (activities performed during emergency where SEMS was implemented) per California Code of Regulations, Title 19, Division 2, Chapter 1, §2443 (b).

Planning Recordkeeping

Planning records of the emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Planning may include the development, revisions, or changes made to the plan or its procedures.

Exercises Recordkeeping

Documentation of SEMS emergency plan and procedures exercises performed throughout the year will be maintained as records of compliance. Exercises may include mandated drills and participation in the great shakeout drill.

Training Recordkeeping

SEMS training provided for identified emergency response personnel is documented and records are maintained within the program or integrated with the school's training documentation system. Training records for employees holding an emergency response role should be maintained for the duration of his/her employment.

The following training records will be maintained:

1. Name of the training course
2. Name of instructor
3. Location of training
4. Date of training
5. Documentation of the school's SEMS training program (including copies of the training materials used, such as, instructor syllabus, lesson plans, exercises, and tests)

Performance Recordkeeping

Performance records of the actions and activities executed during an incident according to the established emergency plan and procedures pursuant to the SEMS regulation will be maintained as documentation of compliance. Performance includes all activities performed during the emergency where SEMS was used or implemented.

INFORMATION LIAISON

Primary: Janet McKenna

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: DEVELOP ACCURATE AND COMPLETE INFORMATION REGARDING THE DISASTER AT THE SCHOOL SITE FOR RELEASE TO APPROPRIATE DISTRICT PERSONNEL OR AGENCIES, IF REQUIRED.

ACTION CHECKLIST

1. Report to the Command Post.

2. Obtain a briefing from the Incident Commander.

3. Identify yourself as the Information Officer by wearing your yellow hard hat and orange identification vest.

4. Only one Information Officer at the School Site. Assistants may be assigned, if necessary.

5. Read the entire Action Checklist.

6. Assess the situation and record information for the Communication Team Leader on the Situation Slips regarding the following:

- Incident or disaster cause_____
- Time of Origination_____
- Determine Emergency Color Level_____
- Current situation (e.g., number of injuries, deaths, damage, evacuation plans, shelter information, etc.)_____
- Resources committed:_____
- Other resources needed:_____
- Any other matters of general interest:_____

7. Prepare the initial information summary as soon as possible after the onset of the disaster or emergency and contact and coordinate with Communication Team Leader.

8. Keep alert of all information being relayed by the Command Center.

9. Establish a rumor control system for the school site to make sure accurate approved information is being disseminated.

10. Your actions, communications, and phone calls will be recorded by the Documentation Team Leader.

DOCUMENTATION TEAM LEADER

Primary: Alma Flores

Alternate:

Reports to: INCIDENT COMMANDER

Responsibilities: MAINTAINS COMPLETE INCIDENT DOCUMENTATION AND HISTORY AT THE SCHOOL SITE.

ACTION CHECKLIST

1. Report to the Command Center.

2. Obtain a briefing from the Incident Commander.

3. Read the entire Action Checklist.

4. Document incidents and communication occurring at the school site on a notepad.

5. Maintain accurate records.

6. Collect, store, and maintain disaster files for legal, analytical and historical purposes for Communication Team Leader:

- Report Forms
- Logs
- Messages
- Reports

I have collected all of the required logs and provided them to the Communication Team Leader.

_____

DOCUMENTATION TEAM LEADER SIGNATURE

Certification of Assurances

Burbank Unified School District
Comprehensive School Safety Plan
Senate Bill 187 Certification of Assurances

Walt Disney Elementary School in Burbank Unified School District, has a safe campus with an environment that is conducive to learning.

The attached Comprehensive School Safety Plan (CSSP) is in compliance with the provisions required for Senate Bill 187, Chapter 73. This plan has met the following requirements:

1. The attached CSSP contains the required components required by Education Code 32280-32289.

2. The School Site Council includes the following representatives: Principal and/or Assistant Principal, BTA certificated employee, BUSD-CSEA classified employee, and parent representatives.

3. The School Site Council consulted with law enforcement and fire agencies when writing this plan. (NEMS)

4. The School Site Council conducted a public hearing on the plan in order for the public to express an opinion on the plan.

5. The School Site Council adopted the recommended CSSP.

6. A copy of the CSSP has been provided to the Superintendent or designee.

7. The Board of Education adopted the original plan on February , 21, 2019. It has been updated this year on February 20, 2020.

8. Information in the plan will be disseminated to all teachers, parents, and students.

9. School Site Council Meeting Date: January 28, 2020

10. Board of Education Meeting Date: February 20, 2020

Principal	School Site Council Representative
BTA Member	CSEA Member
Parent Representative	

Emergency Evacuation Map