Comprehensive School Safety Plan
SB 187 Compliance Document

School Year 2022-2023

School:	Burbank High School
CDS Code:	19-64337-1931187
District:	Burbank Unified School District
Address:	902 North 3rd Street Burbank, CA 91502-1018
Date of Adoption:	Dec 8, 2021

COMPREHENSIVE SAFE SCHOOL PLAN

DATE: December 2, 2021
TO: Matt Hill, Ed.D., Superintendent
FROM: Thomas Crowther, Ed. D., Principal

Burbank High School
Comprehensive Safe School Plan
For the 2022/2023 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 December 2, 2021, 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

Burbank High School is home to just under 2,600 students and more than 170 faculty and staff. The school aims to embolden students with PRIDE -- meaning they are purposeful, respectful, innovative, determined and engaged -- and who display our Positive Behavior Interventions and Supports (PBIS) expectations of respect, responsibility and compassion as members of our school community. BHS balances rigorous and innovative course offerings with thriving arts, athletics and activities in offering students a well-rounded experience over four years of high school. Our students' excellence has been recognized through numerous awards and accolades. Most recently, we were recognized as a California Gold Ribbon School. Over 80% of our seniors matriculate to a California Community College, or, a four-year university each year upon completion of high school.

School's Physical Environment

Established in 1908, Burbank High School (BHS) is located in the heart of downtown Burbank, California. We sit on a 15-acre campus bordering both residential and business/shopping areas in the northeast corner of the San Fernando Valley. BHS is one of two comprehensive high schools in the Burbank Unified School District (BUSD). There are also eleven elementary schools, three middle schools, a continuation high school, an alternative-ed setting and the adult school -- which also houses the Independent Learning Academy (ILA). John Muir Middle School is the main feeder school to BHS.

School's Social Environment

The Athletic Department consists of 19 different sports competing in the Pacific League which includes schools from Burbank, Glendale, Pasadena and Arcadia. Our Visual and Performing Arts (VAPA) include Drama, Instrumental Music, Dance, Choir, Sculpture and Animation. The choir programs in Burbank school inspired the television show, "Glee," and compete annually for National Championships. The animation program has steered students to internships with nearby students, such as Nickelodean. BHS is also home to three NAF Academy programs (Business, Engineering and Medical) which houses nearly 500 students. Our Academic Decathlon, Model United Nations, and Mock Trial teams are all competitive, award-winning extracurricular opportunities for students. With over 60 student clubs, there is something for everyone to be a part of our school's social environment.

School's Culture

Burbank High School is the home of the Bulldogs. Many teachers are former alumni and many students are second and third generation BHS families. We pride ourselves on a long history of excellence, rooted in our focus on instruction, curriculum development, a strong faculty and staff. Equally important, we take pride in knowing our students and in supporting their social, physical and mental health needs in these critical years.

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)

Burbank High 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:	Thomas Crowther, Principal
Date Assigned:	08/17/21
Date Due:	11/30/21

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:	2

Type(s) of Crime:

break-ins, trespassing

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:	0

Type(s) of Crime:

This was a Covid year, so students were not arriving to campus as usual.

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.

Continue to communicate with the School Resource Officer regarding crimes, potential crimes and safety concerns on or near campus.

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

Improve communication methods between home and school for use during emergencies.

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

Use our BHS App to communicate to parents and students, Push information via our website and InTouch system

Responsible Person(s)
By name and title

Thomas Crowther, Megan Burkhart

When will it/they be accomplished?

Summer 2021

What is the status of this goal?

While this goal is largely met, we will continue to work on this goal as our daily schedule has changed due to Covid-19. Weekly communication at the site has improved during a change of leadership. As a result more households access information through the website, through the school app and through the Blackboard Connect Communication System. The principal has the ability to use each of these resources in an emergency. This goal is largely met. As a next step, the site should continue messaging the capabilities of the app and Blackboard for communication in an emergency and will implement the use of the Remind system for teachers and staff to access.

"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

Reduce the number of discipline referrals by 20%

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

Implementation of PBIS, staff training, other means of correction, classroom discipline matrix, site administration taking active roles in various areas

Responsible Person(s)
By name and title

All Teachers, Thomas Crowther (Principal), Narineh Barzegar (APD), Elias Uribe (Intervention Specialist)

When will it/they be accomplished?

Spring 2021

What is the status of this goal?

This goal remains in progress, but, there are positive trends. There has been a slight decrease in referrals in the Fall of 2020. With the implementation of an electronic referral system in the 19/20 school year, we will be able to compile and compare data. Since the 2020/2021 school year was remote, the types and number of referrals submitted will be different than a traditional school year. This will be an ongoing goal as we continue to implement PBIS.

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
School Site Council	8
Associated Student Body Leadership	40
California Scholastic Federation	400
National Scholarship Federation	155
Parent Information Nights - remote	500+
Special Education Information Sessions - remote	100+
NCAA meetings	100+
FAFSA meetings - remote	200+
College Information Nights	300+
College and Career Fair	2000
Disaster, Earthquake, Active Shooter Trainings	0
Fire, Disaster and Lockdown Drills	2
Community Partnerships - Warner Brothers, Nickelodeon, St. Josephs Hospital, Glendale Adventist Medical Center, Comedy Central, Laugh Factory,Walt Disney, Burbank Family Services	2600+
62 clubs on campus that meet at lunch or after school	1000+
School Academies (NAF, Medical, Engineering)	550+
STEAM Lab	0
Academic Intervention	100
Peer Tutoring	200
IMA, VMA, Dance and Drama Booster Clubs	600+
After School Athletics. 19 different sports	900+
Lunch and after school detention	2500
Counselor led lunchtime discussion groups	20
Library services	2600

Program/Procedure	# Participating
Supervention	50+
Information sent home via InTouch Dial system - calls, emails.	5000
School App	5000
Social Media Communication - Twitter, Instagram, Facebook	2600+
School Website	2600+
BHS TV	2750+
School Yearbook and Newspaper	2600
Attendance, electronic device and dress code policy	2600
PBIS	2600
Open House Club and Athletic Team presentations	3000+
Random searches of students and backpacks	2600
Athletic Booster Clubs	1000+
ASB Membership	1000+
Care Center	2600
BHS Buddies	25
Counseling groups for students (grief, anger management, etc.)	100+
Meetings with Intervention Specialist	200+
SRO and Probation Officer	2600
FSA individual counseling sessions	75
Arrive Alive Events	0
Blood Drives	0
LLS Pennies For Patients	2600
Paid Internships - BEST program, CREST program, Summer Trails with City of Burbank	50-75
Volunteer programs with City of Burbank - Youth Academy with BPD, Counselors in Training	30-50
LGBTQ+ Support/Transgender Support Group	50+
Algebra 1 peer tutoring	150+
Kindness Weeks	2600

Existing Resources

Assessed By:	Robin Hatch
Date Assigned:	08/17/21
Date Due:	11/28/21

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.

Community Partnerships, SSC assessments, Safety Committee assessments, Covid Relief funds, funds from PTSA and Boosters, etc.

(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):	Robin Hatch, Assistant Principal
Date Assigned:	08/17/21
Date Completed:	11/28/21

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
Staff meetings and online training. Administrators are available to help with reporting if a staff member needs guidance.	

Please email Mandated Child Abuse Reporting form to all faculty and staff members. Date Sent:	Yes
All staff are required to complete a yearly online training as mandated reporters. This is an annual training, usually done in August during preschool workdays.	

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.

None.

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):	Robin Hatch, Asst. Principal
Date Assigned:	10/15/21
Date Completed:	11/1/21

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
Yes. BHS participated in the Great CA Shakeout on October 21, 2021.	

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.	Yes
Some basic first aid equipment will need to be purchased to replace some that was no longer in working order. The nurse and a team of staff members will do an inventory of the bin and order supplies as needed.	

Have the members of each team (Incident Command, Search & Rescue, and Medical) received adequate training? If no, BRIEFLY describe desired training.	Yes
A training was held for the drill on the Monday prior to the Great Shakeout to ensure staff understood their roles.	

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
Blackboard Connect and a school app	

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.	Yes
Yes. We are the DHH school in our SELPA, and, this population is part of our annual review considerations.	

5. Do you have a procedure for reacting to a pandemic?	X
6. Are you taking precautionary measures such as cleaning, educating staff, students and families, enforcing current orders (distancing, handwashing, wearing of face coverings, etc.) in order to prevent the spread of disease?	X

Area of Desired Change

Briefly detail desired change here.

More supplies will need to be ordered for first aid.
Classified employees need more training on checking in and completing attendance.
Teachers need reminders about importance of attendance forms.

(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):	Robin Hatch, Assistant Principal
Date Assigned:	08/17/21
Date Due:	11/28/21

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:	2
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	1.5

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

Hostile Environment, General Disruption

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

Hostile Environment, General Disruption

Your number of expulsions in the previous school year: Same rule as suspensions	1
District average number of expulsions for the previous school year: Same rule as suspensions	1

Reason for expulsions
Same rule as suspensions

Sexual Assault

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

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.

We have made an effort to connect with special groups, educate students on EdCode and school rules. Alternatives to suspension have also been used.

(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.

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):	Thomas Crowther, Principal
Date Assigned:	8/17/21
Date Completed:	11/28/21

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?

Email from counselor or administrator

How is the student supported?

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

Monitoring by Intervention specialist and counselor. If a student is returning back from CDS after a placement from SARB, the student will have attendance monitoring by the Intervention Specialist.

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 change needed.

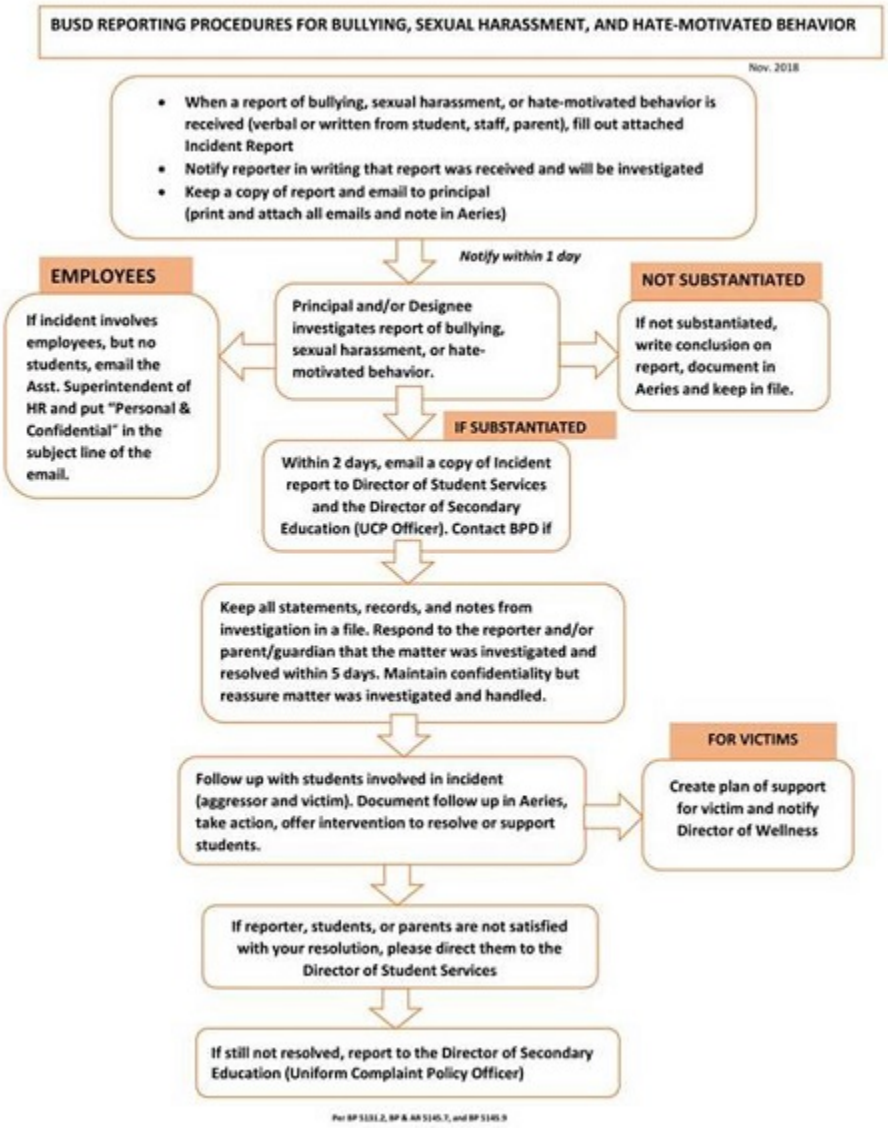
(E) Discrimination, Harassment & Bullying (EC 212.6 [b])

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):	Robin Hatch, Assistant Principal
Date Assigned:	08/17/21
Date Due:	11/28/21

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.

Increase student training on how to report incidents of discrimination, harassment and bullying.

(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

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

Safe Ingress/Egress Assessment

Assessed By:	Robin Hatch, Assistant Principal
Date Assigned:	8/25/21
Date Due:	11/28/21

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?

There are five.

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

All open access points are monitored by campus supervisors before and after school, as well as during lunch. Additionally, we have cameras at all access points.

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.

Set up the laptop at the Raptor with the camera feeds from the security cameras in order to have ongoing monitoring throughout the day.

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	11/17/21-11/23/21
Surveyor(s)	Robin Hatch

Double Parking	**Drop-off Average**	**Pick-up Average**
	25	27

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

Cell Phone	**Drop-off Average**	**Pick-up Average**
	42	48

Unsafe Pedestrian Crossing	**Drop-off Average**	**Pick-up Average**
	76	126

Dropping Off/Picking Up While Blocking Traffic or Crosswalk	**Drop-off Average**	**Pick-up Average**
	23	40

Parking Violations (Red Zone, Fire Hydrant)	**Drop-off Average**	**Pick-up Average**
	40	43

Unsafe Speed	**Drop-off Average**	**Pick-up Average**
	30	35

U-Turns	**Drop-off Average**	**Pick-up Average**
	0	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):	Robin Hatch, Assistant Principal
Date Assigned:	08/17/21
Date Due:	11/28/21

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.	280
District average of disciplinary office referrals in the previous year: As compared to the same grade level schools	NA
After reviewing disciplinary data did you notice any trends or patterns?	Yes
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.

Implementation of PBIS and other classroom management strategies is key to creating change. Tardies and electronic device use are the two largest categories, followed by academic honesty.

(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:	Robin Hatch, BPD
Date Assigned:	8/17/21
Date Due:	11/28/2021

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?

Continue to work with the SRO to provide "run, hide, fight" training to staff. A training was held in 2019, but training did not occur last year due to Covid. We will continue with another training when possible.

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:	Robin Hatch, Assistant Principal
Date Assigned:	8/17/21
Date Due:	11/28/21

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?

Visitors are screened and buzzed in by the receptionist. The receptionist uses the raptor system to screen visitors and questions visitors about their vaccination status.

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

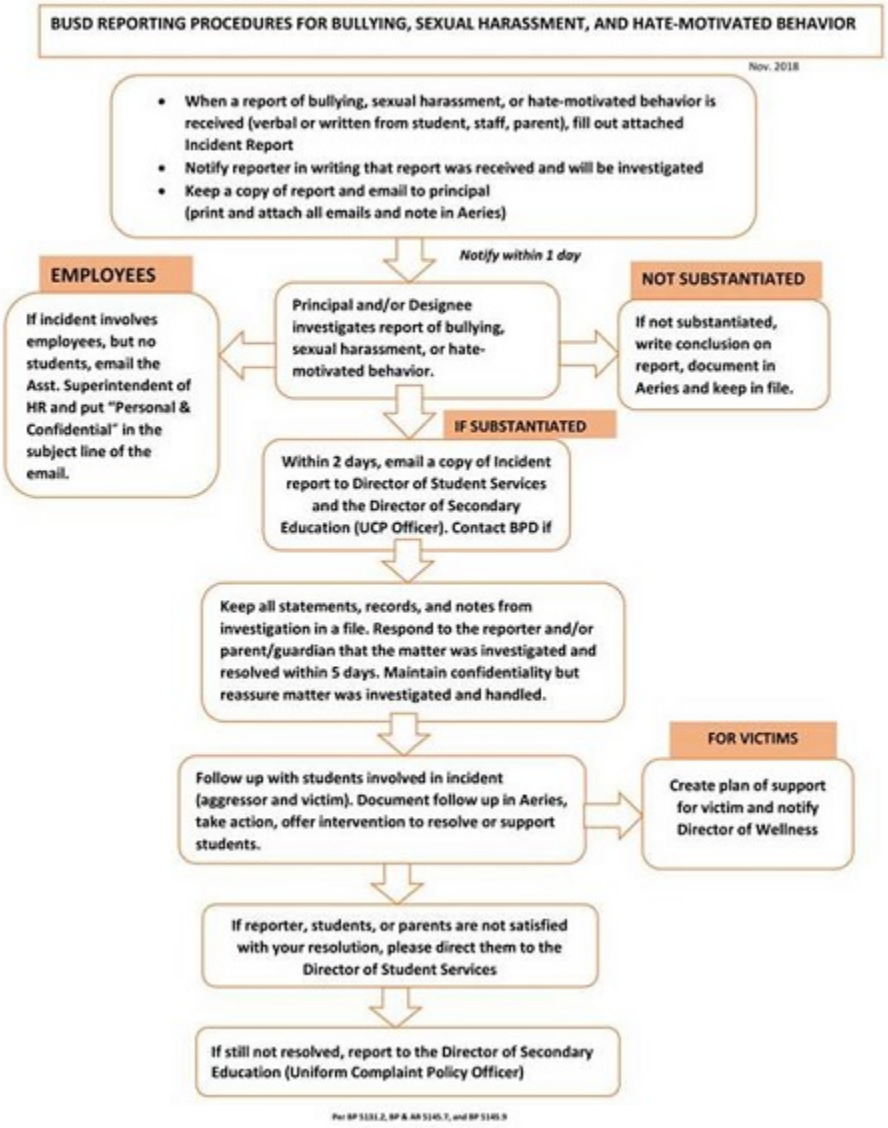
Hate Crime Reporting Procedures and Policies

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:	Robin Hatch, Assistant Principal
Date Assigned:	8/17/21
Date Due:	11/28/21

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	0
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.

Students from underrepresented groups on campus -- Black students and students who identify as LGBTQ have expressed a desire for consistent support, compassion and empathy from all adult stakeholders. Training in SEL and RJ practices should continue.

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:	Robin Hatch, SRO
Date Assigned:	8/17/21
Date Due:	11/28/21

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

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

Yes, a card with directions were given to staff members in previous year. New cards will be created and given to staff.

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?

Yes, a work order was put in. We have also initiated a Remind App system in case the PA does not work.

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

Yes, Remind App

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

We have held drills. We will continue to practice.

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

Desired Change

Use of Remind App in emergencies to communicate with staff. Continued Practice for different scenarios.

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.

Burbank High School will follow the guidelines above and look for further instructions from district personnel based on recommendations made by BPD and BFD.

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:	Robin Hatch/Jose Perez/BFD
Date Assigned:	08/17/2021
Date Due:	11/28/21

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:	Robin Hatch, Assistant Principal
Date Assigned:	08/17/21
Date Due:	11/28/21

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?

Experienced staff does, newer staff does not.

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

Yes, we provided cards with information at the start of the year.

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?

Yes, work orders have been put in, we have also initiated the Remind App for those who are in places who cannot hear the PA

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

Email, PA, Blackboard connect and Remind App

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

Not this year. We will continue to provide training.

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

Desired Change

Training in how and when to initiate a lockdown.

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
Discrimination, Harassment and Bullying Policies	Increase student training on how to report incidents of discrimination, harassment and bullying.
Disaster Procedures	New supplies were ordered. More training for classified staff on attendance procedures. More training for teachers on filling out attendance forms correctly. Organization on field needs work. Students need to stay with their class. Announcements about expectations. Room numbers need to be put on the search and rescue slips. Trash cans should be brought to field for student use.
Tactical Response Reporting Procedures	Continue to work with the SRO to provide "run, hide, fight" training to staff. A training was held in 2019, but training did not occur last year due to Covid. We will continue with another training when possible.
Visitors on Campus Policies and Procedure	Visitors are screened and buzzed in by the receptionist. The receptionist uses the raptor system to screen visitors and questions visitors about their vaccination status.
Hate Crime Assessment	Training in SEL and RJ practices should continue.
Lockdown Policies	Use of Remind App in emergencies to communicate with staff. Continued Practice for different scenarios. Update and create new lockdown cards for staff members
Shelter in Place Policy	Training in how and when to initiate a shelter in place.

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."

After surveying students, about 18% do not know how to report various situations on campus, ranging from racist or hate speech, a threat to the school, or bullying. We will decrease the number of students who do not know how to make reports to 9% by the end of the school year.

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

Use current PBIS structures and counseling lessons to communicate reporting procedures.
Use BHS TV to educate students.
Work with Health Dept to communicate with freshmen.

Responsible Person(s)
By name and title

Robin Hatch, Assistant Principal and PBIS team

When will it/they be accomplished?

End of 2022-23 school year.

“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.”

We will have a 25% increase in student and staff comfort with what to do in an active shooter situation.

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

1. Poll student and staff on comfort levels with active shooter plans and determine what contributes to those levels.
2. Work on how to increase levels of comfort (more communication, provide recent examples of what to do and what not to do, more trainings,)
3. Hold active shooter drill
4. Poll students and staff on comfort levels after drill.

Responsible Person(s)
By name and title

Robin Hatch, Assistant Principal

When will it/they be accomplished?

End of 2022-23 school year

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 Burbank High 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 2021/22 will be shared in a public meeting at our school on December , 2, 2021.

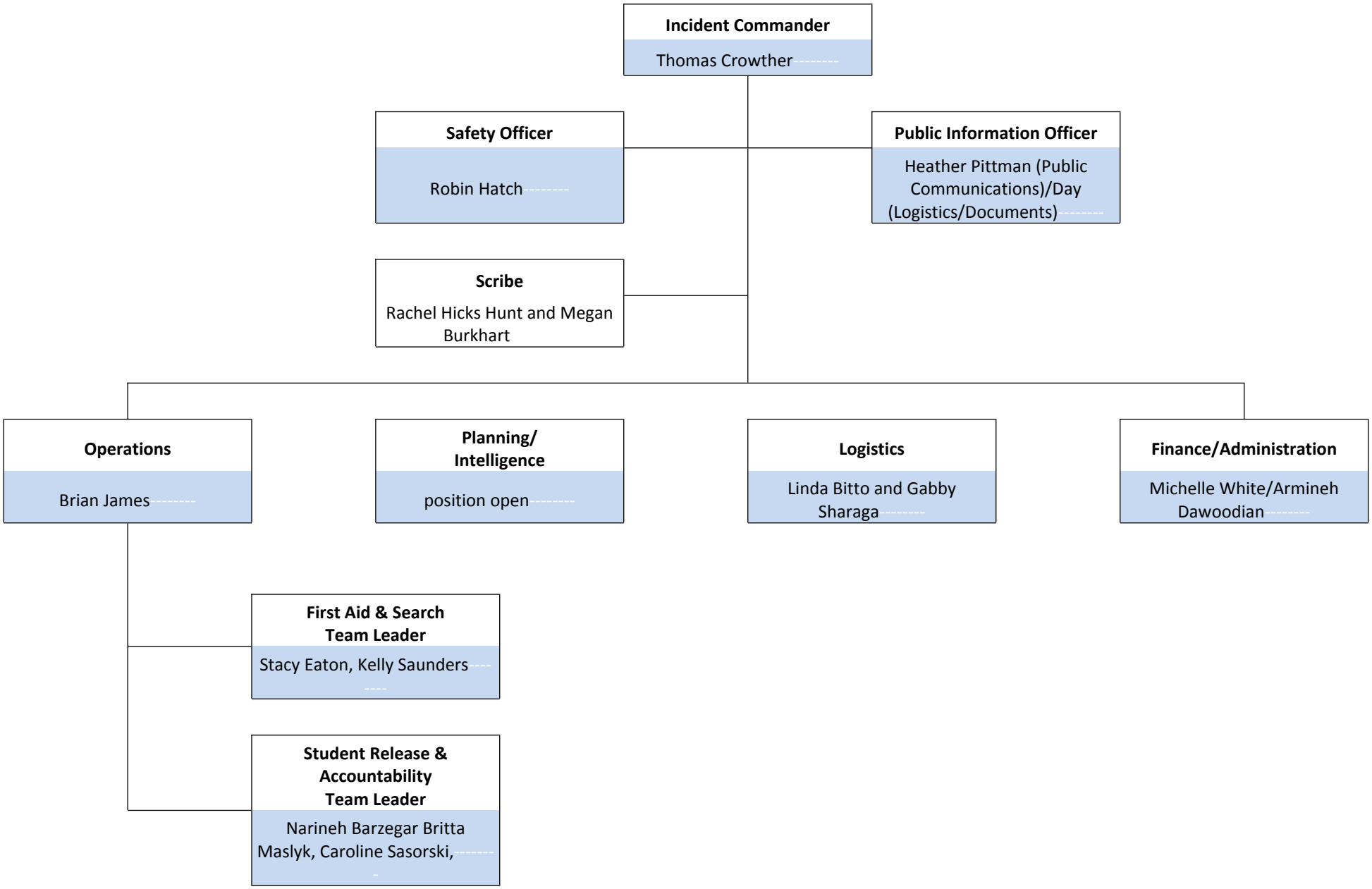
You are invited to attend this meeting and hear how we are creating a safer community in Burbank, through ongoing safety assessments at our school.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement /Fire / Paramedic	Burbank Police Dispatch	818-238-3000	SRO 818-970-2645
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	
School District			

Burbank High 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.

Consulted with BPD on Lockdown Procedures through a district-wide training.
If an adult becomes aware of an intruder or other possible threat on campus, the adult should immediately announce a lockdown school wide.
Call 911, then alert the administration of the situation.
BPD or admin will cancel the lockdown.
If a lockdown cancellation signal is not given, wait for emergency responders to evacuate you and your students. Legitimate personnel will have a key.
Teachers and staff are to:
Lock and barricade your door, lower and close your blinds, turn out the lights, and stay out of sight.
Place students against the wall. Keep them down and away from windows and doors. Keep them in quiet and tucked positions.
Quietly organize students to defend themselves if the intruder should enter the room.

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

We follow the District 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.

Burbank High School will follow the BUSD procedure as described above.

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.

Burbank High School will follow the BUSD procedures.

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

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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 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	• Body Temperature	• If heat stroke is suspected, CALL 911

Heat Illness	Symptoms	Causes	Immediate Treatment
	temperature of 104°F or higher • Red, hot, and dry or moist skin • Rapid, strong pulse • Throbbing headache • Dizziness • Nausea • Confusion • Unconsciousness	rises rapidly • Sweat process fails • Body is unable to cool down	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 in your 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

Burbank High School will follow the BUSD procedures.

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!

Burbank High School will follow the BUSD procedures.

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.

Burbank High School will follow the BUSD procedures.

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.

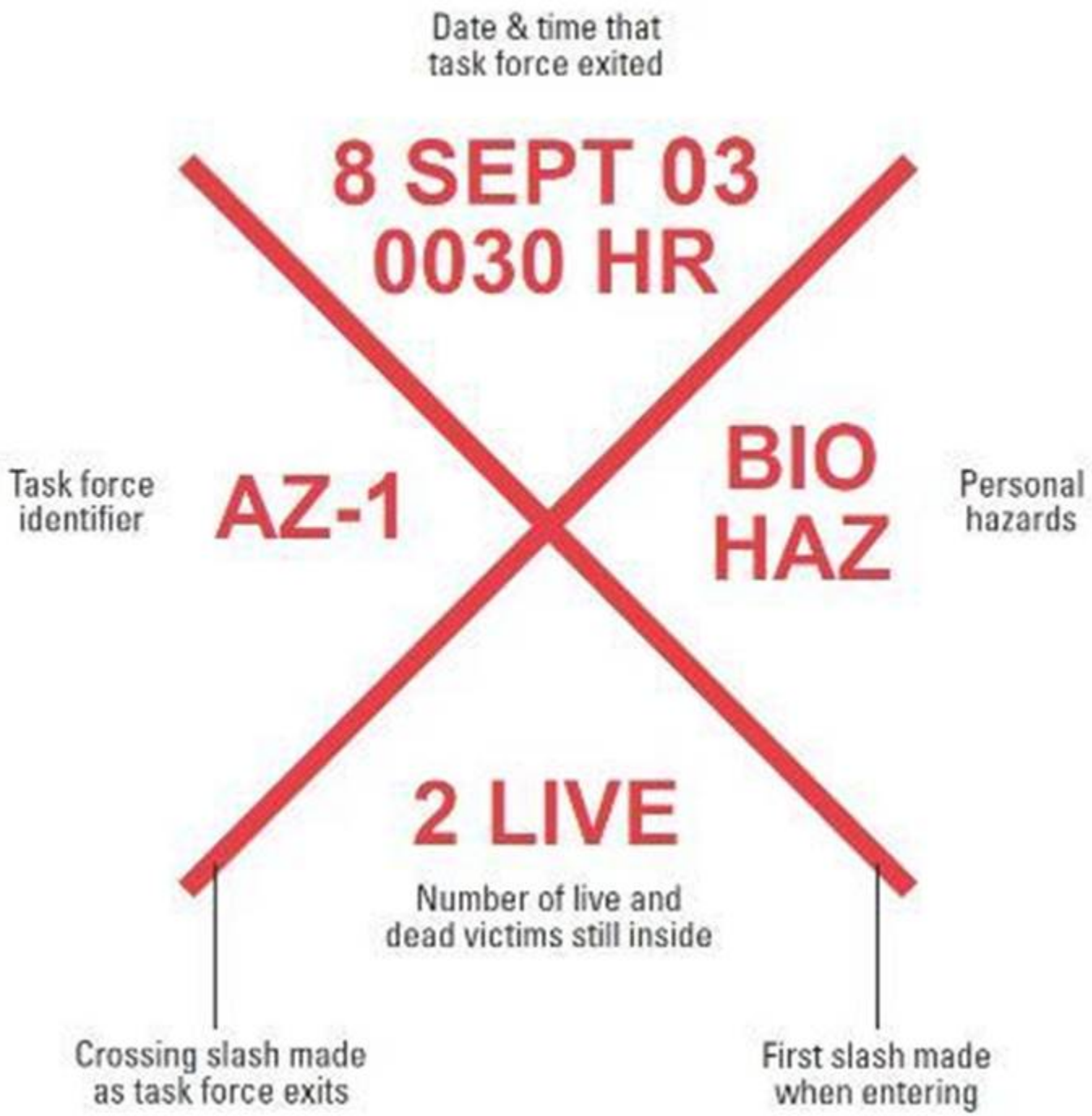
Site Specific Search and Rescue Procedure

Burbank High School will follow the BUSD procedures.

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.

ASB students were trained to assist in the process of finding students on the field. They practiced during the Great Shakeout.

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:

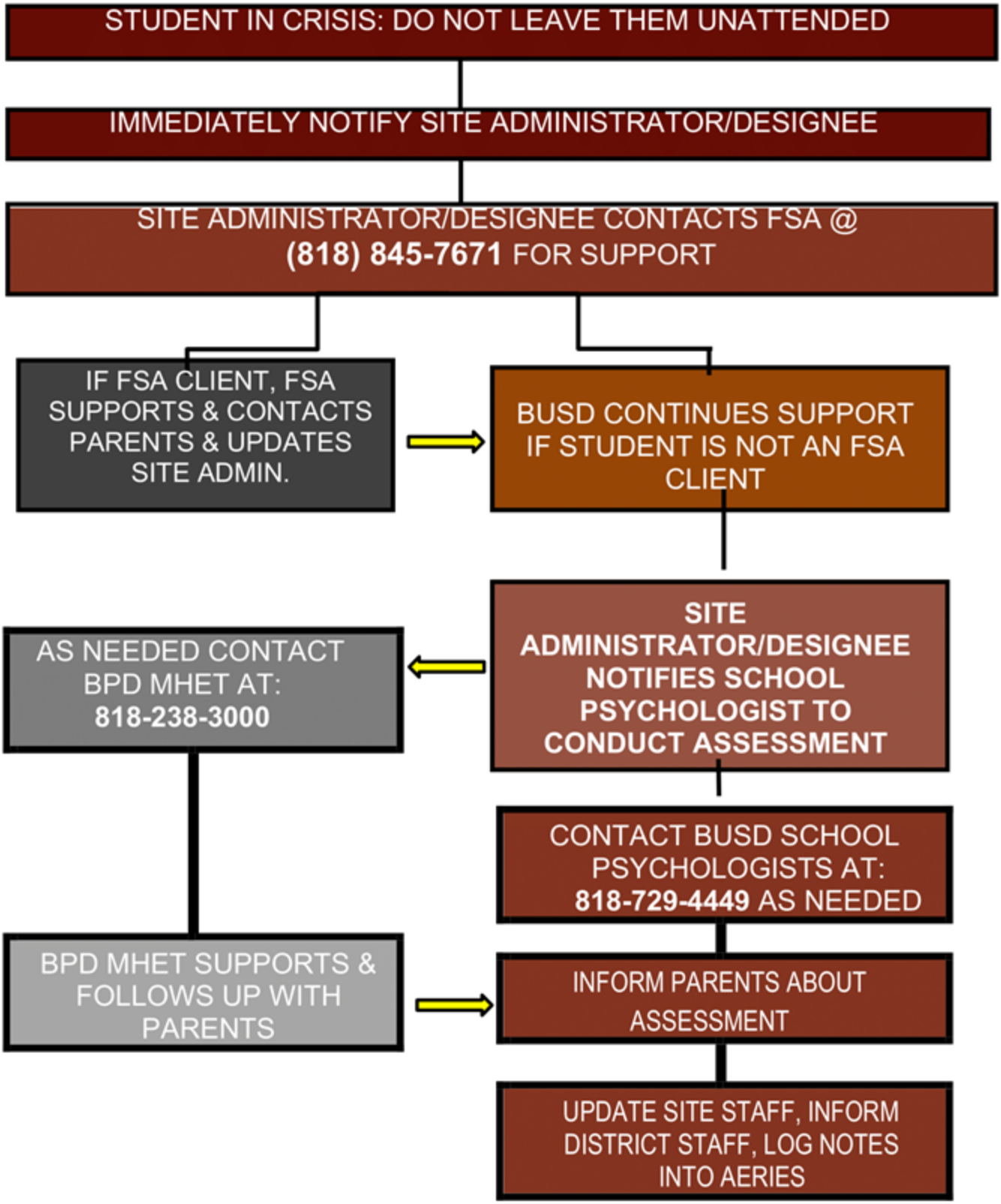
   - ✓ John Paramo, Director of Secondary Education if a secondary school student
   - ✓ Stacy Cashman, Director of Student Services or
   - ✓ Peter Knapik, Director of Elementary Education if an elementary school student
   - ✓ Kimberley Clark at District Office

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.

Burbank High School will follow the BUSD procedures.

Certification of Assurances

Burbank Unified School District
Comprehensive School Safety Plan
Senate Bill 187 Certification of Assurances

Burbank High 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 2/18/21. It has been updated this year on 2/17/22.

8. Information in the plan will be disseminated to all teachers, parents, and students.

9. School Site Council Meeting Date: 12/02/21

10. Board of Education Meeting Date: 2/17/22

Principal	School Site Council Representative
BTA Member	CSEA Member
Parent Representative	

Emergency Evacuation Map

Certification of Assurances

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9. School Site Council Meeting Date: 12/02/21
10. Board of Education Meeting Date: 2/17/22

Principal _____

BTA Member _____

Parent Representative _____

School Site Council Representative _____

CSEA Member _____

BURBANK UNIFIED SCHOOL DISTRICT

School Site Council (SSC)

Burbank High School

Minutes for SSC Meeting of 12.6.2021

Legal Requirements (Check topics to be covered at ***this*** meeting.)

Agenda must be posted at least seventy-two (72) hours before the regularly scheduled meetings and at least twenty- four (24) hours prior to emergency or special call meetings.

X	1a. School Plan Development – Data Analysis & Needs Assessment		2a. EL Program Design/Development	X	3a. School Safety Plan Development & Approval
	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment		3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities SSC/ELAC
	1d. School Plan – Budget Development & Monitoring		2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
	1g. Program Improvement Requirements		2g. EL - Language Census Discussion (R30)		3g. State Content Standards
	1h. Effective Communication w/Parents by Teachers		2h. EL - School Attendance Discussion		3h. AMAO/CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	x	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures
	1j. Title I School and District Parent Policy				

I. Call to Order
   A. 12 members are present, which is a quorum.
      a. Present: Martin Collazos, Robin Hatch, Lindsay Foenander, Sierra Brogmus, Cathy Biermann, Robert Hammell, Diane Franco, Allison Murphy, Jasmine Im, Megan Burkhart, Heather Pittman

II. Welcome and Introductions
   A. Approval of Proposed Agenda
      i. Motion to approve the Agenda by Rachell Campbell
      ii. Seconded by Eric Blinder
      iii. No discussion
      iv. Passes 12-0

III. Single Plan for Student Achievement

IV. Hatch reviewed goals and the suggested strategies to achieve goals for the year

A. Suggested edits from group

1. Add "utilize ASB" to Goal 2.
2. Goal 3- strategy 4- remove distance learning
3. Near top- collaborative time has been cut in half
4. Do AP teachers collaborate- Sierra
5. Goal 4- strategy 3
6. Counselors share what was found after counseling lessons
7. Is there something that can be added at the beginning of the year to help parents?
8. Ms. Murphy asked- how can we get kids to take a survey? Sierra says Give time in class and use something easy, like google forms. Students are more honest when it is anonymous
9. Goal 5- strategy 2
10. Students don't always go back to "Get focused" notebook but it would be helpful to re-look at it for career.
11. Counselors meet with students to discuss college
12. College and career- announcements should be made
13. Mass communication about community college to all families

B. Motion to approve the SPSA with suggested edits made by Robin Hatch-

1. Second by Allison Murphy
2. No discussion
3. Motion carries 11-0

V. Safety Plan

A. Desired Change Log

1. Hatch explained the process for the safety plan and what the Desired Change Log is. Went over all items in Desired Change log.

2. People goal discussed: After surveying students, about 18% do not know how to report various situations on campus, ranging from racist or hate speech, a threat to the school, or bullying. We will decrease the number of students who do not know how to make reports to 9% by the end of the school year.

3. Place goal discussed: We will have a 25% increase in student and staff comfort with what to do in an active shooter situation.

a) *Inform parents of what to do in a lockdown*

B. Motion to approve safety goals by Robin Hatch

1. Seconded by Martin Collazos
2. No discussion
3. Motion carries 10-0

VI. Discipline Rules

A. Hatch went over discipline rules for school.

B. Parents and students asked questions and received answers

1. Can you search everyone brought to the office?
2. When are you allowed to search?

C. Motion to approve the discipline rules made by Robin Hatch

1. Seconded Cathy Biermann
2. No discussion
3. Motion Carries 10-0

VII. Meeting closes 4:40

Burbank High School

902 N. Third Street Burbank, California 91502-1019
Phone: (818) 729-5100 Fax: (818) 845-6122

KEYS TO SUCCESS – SAFE AND ORDERLY EXPECTATIONS FOR STUDENTS 2021 – 2022

Burbank High School's expectations for student behavior are designed to foster respect for oneself and others and to provide a calm, safe learning environment for all. Working with students and parents, as well as certificated and classified employees, every effort will be made to provide firm, fair, and consistent enforcement of necessary disciplinary actions and allow appropriate intervention. Our goal is to assist students in developing skills and knowledge to participate successfully in the high school environment. The following behavior expectations were adopted for BHS after input received from representatives of parents, teachers, school administrators, and students.

Failure to adhere to these rules will result in appropriate progressive disciplinary consequences. Discipline procedures and actions follow State Education Code, Burbank Unified School District Board Policy, as well as Burbank High School guidelines on a case-by-case basis.

A. Students are expected to demonstrate appropriate concern for the health and safety of themselves and others. Students are expected to be respectful of school employees and fellow students:

1. Physical and verbal altercations and/or threats violate the health and safety of BHS students, staff, and faculty. Bullying and Cyber-bullying are not tolerated.
2. Weapons and other dangerous objects, such as guns, knives, multi-tools with sharp metal attachments, fireworks, lighters, matches, stink bombs, laser pointers, etc., are prohibited on campus. Products containing toxic chemicals are prohibited.
3. Drugs, alcohol and/or drug paraphernalia on campus are prohibited. The arrangement for the sale of a controlled substance on campus is illegal and will be reported to law enforcement.
4. Use and/or possession of tobacco or tobacco related products, including electronic cigarettes/vape pens, on campus, sidewalks, or other areas immediately surrounding campus is prohibited.
5. Skateboarding, scooters, and roller blading are not allowed on campus. Bikes and skateboards must be locked in the bike and skateboard racks next to the administration building. (A BHS skateboard permit is required in advance).
6. Use of any non-essential electronic devices is prohibited and items may be confiscated. Cell phone use is prohibited during instructional time unless in use during a teacher directed activity.
7. Permanent markers and paint pens of any kind are prohibited unless a teacher requires one for class.

B. Students are expected to take appropriate care of all school property and equipment:

1. Graffiti and/or vandalism are illegal and may be reported to law enforcement agencies. Restitution for damaged property may be sought.
2. Textbooks and library books must be handled responsibly and returned promptly. Appropriate fines may be charged for lost or damaged books.
3. Safety rules and proper handling of laboratory equipment, shop equipment, musical instruments and equipment, and/or sports equipment must be followed.
4. School lockers, as well as all areas on school property, are subject to search at any time. The school has 24 hour video surveillance in common areas. Also, searches may be conducted under the supervision of administration by school personnel, as well as outside agencies, canines, and law enforcement.
5. Students are responsible for personal property. Appropriate measures should be taken on their part at all times to secure items.

C. Students are expected to comply with directives given by school officials or authorized school personnel to maintain a safe and orderly environment:

1. Each teacher gives out classroom guidelines, consistent with state laws, board policies, and school rules. Pupils are required to comply. Teachers use appropriate progressive classroom discipline.
2. During lunch and nutrition all campus rules, policies, and guidelines are to be followed.
3. Toys, pets, or other nuisance articles should not be brought to school without permission of an appropriate teacher and administrator.
4. Restrooms must be used properly at all times.
5. Students out of class must have a proper pass.
6. According to the clean campus policy, students are expected to help maintain a safe, orderly, clean environment. Littering is prohibited.
7. **No outside food will be accepted or dropped off in the front office.**
8. Flowers, balloons, toys, cakes, etc. will not be accepted from outside sources by the school to deliver to students.
9. Students <u>must</u> carry their school Identification Cards with them at all times on campus and at school events.

CORRECTIVE ACTIONS FOR VIOLATION OF BEHAVIOR EXPECTATIONS

Each classroom teacher maintains specific standards for absences, tardiness, work habits, and behavior with respect to the teacher and other students. Teachers may hold conferences with the students and the parents in order to rectify behavior that is detrimental to the student and to the classroom. A teacher may, at his or her sole discretion, suspend a student from class for up to two days. The classroom teacher will contact parents and arrange any necessary conference if a classroom suspension is issued. Administration will be notified.

A student may be referred to an administrator if the teacher feels that the student is not responding to his or her disciplinary actions and teacher communication with parents has been unsuccessful. An administrator will conference with the student and may notify the parent. Detention, Class Suspension, Saturday School, In-School Suspension, or Out-of-School Suspension is determined by school administration on a case-by-case basis.

INTERVENTIONS FOR REPEATED VIOLATION OF SCHOOL GUIDELINES

Students who are frequently referred to the office or have poor attendance may be referred to either a Student Study Team (SST) or Attendance Study Team (AST) meeting. The ASTs and SSTs are composed of two or more of the following: counselors; administrators; teachers; school psychologist; school nurse or other site/district staff to provide intervention on behalf of the student. The teams meet with the student and his or her parents to make plans to improve the student's behavior, attendance, and/or academic progress. The team may place the student on a Behavior Contract, Attendance Contract, Daily/Weekly Progress reports, referral to Counseling Services, or other agencies or personnel as a means of intervention.

Students who continue to have poor attendance after two meetings with an AST will be referred to the School Attendance Review Board (SARB) or be considered for further disciplinary actions such as placement in another school, or in extreme cases, may be recommended for expulsion from the Burbank Unified School District. A student who is referred to SARB more than two times may be referred to the juvenile justice system.

Students who are on probation and continue to present discipline or attendance problems will be referred to the appropriate probation officer for violation of probation.

Burbank Unified School District maintains a "ZERO" tolerance policy with respect to acts described in Education Code Section 48915 (c). Zero tolerance acts are the following: possession of a firearm; brandishing a knife; sale of drugs; sexual assault; and possession of an explosive device.

BUSD BOARD POLICY ON BULLYING (BP 5131.2)

Bullying is a form of violence. The acts involve real or perceived imbalance of power with the more powerful student, person, or group attacking those who are less powerful.

Bullying is subjecting a person to abusive actions. Typically, bullying behavior is unprovoked, intentional, and repeated over time, and includes the use of hurtful words and/or acts.

Bullying may include, but is not limited to gestures or written, verbal, or physical acts that are reasonably perceived as being motivated by general disrespect or by any actual or perceived characteristics, such as race, color, religion, ancestry, national origin, gender, gender identity or expression, sexual orientation, a mental, physical, or sensory disability, or on the basis of association with an individual who falls into one of the protected categories, that takes place on school property, on any school sponsored function, or on a school bus, or that (1) places student or school employee in reasonable fear of harm to his or her person or well-being; or damage to his or her property or (2) has the effect of substantially interfering with the student's educational performance, opportunities, or benefits; or (3) has the effect of substantially disrupting the orderly operation of the school.

Possible Indicators of Bullying Behavior

Bullying can occur face to face or via written, telephonic or online communication. Bullying behaviors are usually repetitive in nature and may include, but are not necessarily limited, to the following:

1. Verbal
2. Physical
3. Emotional (Psychological)
4. Cyber Bullying
5. Any act that has the effect of insulting or demeaning any individual or group of individuals in such a way as to cause distress, reluctance to attend school, a decline in quality of work, or problem behaviors.

The Board of Education is committed to providing a safe working and learning environment. The district will not tolerate bullying or any behavior that infringes upon the safety or well-being of students, employees, or any persons within the district's jurisdiction. The district will not tolerate retaliation in any form, when bullying has been reported. District policy requires all schools and all personnel to promote among students and employees mutual respect, tolerance, and acceptance. "All students and staff of public primary, elementary, junior high [middle school], and senior high have the inalienable right to attend campuses which are safe, secure and peaceful." (Article 1, Section 28 (c) of the California State Constitution)

Please report any bullying or crime related incidents to a school administrator immediately. You can also contact our **Bullying Crime Reporting hotline at (818) 729-4589** or notify us through email at StopBullying@burbankusd.org. The Burbank Unified School District is committed to keeping our students safe and preserving a positive educational environment for all. If you are a victim of bullying or are aware of a situation that needs our attention, you can report it anonymously either by calling our hotline or sending an email through the above link. The District will conduct a thorough investigation into each reported incident through this system.

BUSD BOARD POLICY ON RACISM (BP 0415)

The Burbank Unified Board of Education ("Board") and the Burbank Unified School District ("district") reject all forms of racism as destructive to the District's mission, vision, values, and goals. The Board is committed to the following principles:

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result in and perpetuate racism.
2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, ethnicity, class, sexual identity, sexual orientation, or gender, on student success.
3. Respecting, honoring, integrating, and championing the diversity and life experiences of all children, parents/guardians, and community members to support the school district's mission, vision, values, goals, and objectives.
4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, the protective classes identified by the state and federal government.

Purpose: Personal and institutional racism have historically existed in the United States of America and continue to exist, even in our community. Combating racism in our schools is a legal and moral imperative. In this district, there are disparities between racial groups in student academic performance, achievement, and participation in academic and extra-curricular programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores,

and suspension rates. Disparities also exist between the racial demographics of the students in the district and the staff the district hires.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudices and biases are learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through policy, teaching, and practice.

The Burbank Unified School District officially denounces racism, which is defined as: A highly organized system of "race" based group privilege that operates at every level of society and is held together by a sophisticated ideology of race/color supremacy. According to sociologists Noel Cazenave and Darlene Alvarez Madden, "Racism has a component of power and privilege" (https://www.cta.org/our-advocacy/social-justice/black-lives-matter).

Please report any racist or racism related incidents to a school administrator immediately. You can also contact our **Bullying Crime Reporting hotline at (818) 729-4589** or notify us through email at StopBullying@burbankusd.org. The Burbank Unified School District is committed to keeping our students safe and preserving a positive educational environment for all. If you are a victim of racism or are aware of a situation that needs our attention, you can report it anonymously either by calling our hotline or sending an email through the above link. The District will conduct a thorough investigation into each reported incident through this system.

BUSD BOARD POLICY ON ABSENCES AND EXCUSES (BP 5113)

The Board of Education believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

- Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulation. (Education Code 48205)
- Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)
- Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.
- Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

If your child is unable to attend school, please call the main office (818-729-5100) or send a note within 3 school days to clear your child's absence. You can also clear the absence through the Burbank High App. Absences shall be verified by the student's parent/guardian by note, phone call, or physician's verification (doctor's note). When a student reaches 14 absences in the school year, any further absences must be verified by a physician or will be considered unexcused. A student is considered truant after three unexcused absences or three unexcused tardies of more than 30 minutes. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant and may be referred to the School Attendance Review Board.

If your student is sick and possibly contagious, please keep them at home to prevent the spread of germs.

TARDINESS

Tardies are counted per semester.

A student is tardy when he/she is not in the classroom, or his/her assigned instructional area when the bell rings. If a student is more than 30 minutes late, they will receive a different code of an "M" instead of a "T". When a student reaches three (3) marks of an M, that will convert to one (1) unexcused absence (per Ed. Code 46014 and 48205). Teachers can assign their own consequences to students as part of their classroom rules if they require other things at the beginning of the period, such as wanting students to be in their seats or to have certain materials out.

Students are not to be in the halls after the bell rings without a hall pass, teacher hall pass, or a written note from a certificated or classified employee. Students are not to be out of class during the first ten minutes or the last ten minutes of any period.

Students who refuse to enter a classroom when directed, after the tardy bell rings, will be subject to consequences for defiance of authority.

Consequences for Violations, per semester:

1st – 4th Tardy: Classroom teacher warns/reminds student to be on time for class.
Teacher may assign his/her own detention/consequence.
Parent contacted by the teacher on 4th tardy.

5th Tardy: Teacher sends referral to the discipline office.
Administrator places student on Tardy Contract.
Contract is sent home to parents with student.
Student issued a **30-minute detention** with the Discipline Office.
Parent notified by administration of infraction/contract via phone call or email.

6th – 7th Tardy: Classroom teacher warns/reminds student to be on time for class.
Teacher sends referral to the discipline office.
Student may receive an "Unsatisfactory" Citizenship mark for the grading period.
Student issued a **one-hour detention** with the Discipline Office.
Parent notified by administration of infraction/contract via phone call or email.

8th – 9th Tardy: Student issued **Saturday School** with the Discipline Office.
Teacher sends referral to the discipline office.
Notice of Saturday School is sent home to parents with student.
Parent notified by administration of Infraction/Saturday School via phone call or email.
Student will receive an "Unsatisfactory" Citizenship mark for the semester.

10th Tardy: Student referred to Student Study Team (SST) for review and evaluation.

Failure to complete teacher-assigned detentions may lead to a referral to the Discipline Office.
Failure to complete administratively assigned detentions may lead to Saturday School.
Failure to attend Saturday School may result in an In-School suspension or suspension from school.

Additional consequences may include the loss of parking permits, off campus lunch passes, and access to school activities including dances, rallies, and assemblies.

BUSD BOARD POLICY ON DRESS AND GROOMING (BP 5132)

The Burbank Unified School District's student dress code supports equitable educational access. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any protected class or group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, immigration, religion, cultural observance, household income or body type/size.

When the site administrator/designee determines that a student's appearance or attire is in violation of this policy, the student will modify his/her appearance, clothing, apparel, and/or accessories in such a manner that it no longer violates this policy. If necessary, with parental permission, the student may be given school clothing to wear, if available. Refusal to take steps as described in this policy shall be cause for disciplinary action against the student.
Parents/guardians have the primary responsibility to see that students are properly attired for school. School district personnel have the responsibility of maintaining proper and appropriate conditions conducive to learning. Hence, at all district schools or at school-related activities, **inappropriate appearance and dress includes:**

- Wearing clothing containing violent language or images or is affiliated with gangs, including bandanas. (Bandanas are only allowed on designated days.)
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, and/or pornography
- Images or language that create a hostile or intimidating environment based on any protected class or groups
- Any item that obscures the face or ears; exceptions will be made for students who are observing a religious tradition
- Sunglasses that are worn inside a classroom, library, or any building (unless recommended by a physician)

Clothes must be worn in a way such that genitals, buttocks, midriffs, breasts, and nipples are fully covered with opaque fabric. All items listed in the "required to wear" and "may wear" categories below must meet this basic principle.

Students are required to wear:

- A shirt or top (with fabric in the front, back, and on the sides under the arms) AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts that comply with the parameters listed above) AND
- Shoes

Students may wear (as long as it is in compliance with the parameters listed above)

- Knit caps, full brimmed hats, or beanies can be worn outside only; baseball caps are not allowed
- Religious headwear
- Hooded sweatshirts (wearing the hood over the head is not allowed)
- Fitted pants, including opaque leggings, yoga pants, and "skinny jeans"
- Ripped jeans, as long as buttocks are not exposed
- Tank tops, including spaghetti straps, off the shoulder tops, and halter tops
- Open-toed shoes/strapless sandals (elementary and middle school students must have straps and closed-toed shoes). Wearing slippers is not allowed without permission from a physician.

The district expects all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should represent the district's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Inappropriate Dress

Students will only be removed from spaces, hallways, or classrooms as a result of violating the "inappropriate dress" section of the dress code. A student may request a second opinion from another administrator for collaboration before a consequence is applied. If the administration determines a student's clothing, jewelry, accessories, and/or appearance to be inappropriate, the following consequences will apply at the secondary level:

First Offense: Parent/guardian will be called. Student will need to change into acceptable clothing.
Second Offense: Parent/guardian will be called. Consequence assigned.
Third Offense: Student may be sent to detention and parent/guardian will be notified.
Fourth Offense: Saturday School or detention may be assigned; parent/guardian will be notified.
Fifth Offense: Parent/guardian conference held. Additional interventions shall be considered which involve the parent, students and school (e.g. Student Study Team meeting, referral to family counseling, etc.)
No student shall be subjected to dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

- Staff shall not shame or require a student to display their body in front of others. "Shaming" includes, but is not limited to:
- Kneeling or bending over to check attire fit
- Asking students to account for their attire in front of others
- Calling out students about perceived dress code violations in front of others
- Accusing students of "distracting" others with their clothing
- Making critical or judgmental comments about a student's attire through verbal or non-verbal means which are not necessary to enforce this policy

The district expects students to be treated with respect when addressing a dress code issue. Conversations with students about dress code shall be private, respectful, and discreet.
No student may be suspended because of a violation of this Board policy unless:

1. The student has been given adequate notice of the violation of this Board policy.
2. The student has been given adequate opportunity under the circumstances to comply with the direction to cease violation of this Board policy.
3. Other means of correction fail to bring about proper conduct.

CELL PHONES and other ELECTRONIC DEVICES

The use of non-essential electronic devices is prohibited and items may be confiscated. Cell phone use is prohibited during instructional inside or outside of school buildings except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee. (Electronic devices should not be out or on one's person during any testing). Other than under direction of a teacher, students may only use devices during nutrition or lunch. The pupil must ensure that the device is turned off during class time (consistent with School Board Policy 5131, revised 03/27/13). A student may be asked to leave their cell phone with their teacher while out of the classroom when using a pass.

Parents should not call or text their student during the school day.

If there is an emergency important enough to disrupt the student from class, the parent should **call the school**
(818) 729-5100

- **Extension 51933** in Attendance Office
- **Extension 51920** in Discipline Office

The student will be summoned to the office to answer or return the call.

Students with visible headphones or earbuds during class time or inside of school buildings will be considered to be using an electronic device. Students may only use devices during nutrition or lunch. Items may be confiscated (consistent with Ed Code 48901.5). Student is to turn their device over to an administrator, campus supervisor or other school staff when requested to do so.

BURBANK HIGH SCHOOL IS NOT RESPONSIBLE FOR THE DAMAGE OR LOSS OF CONTRABAND OR CONFISCATED ITEMS.

Consequences for violations, per school year:

1st Violation: Device is confiscated by an administrator, campus supervisor, faculty, or other staff.
Infraction entered in discipline record.
Parent notified of infraction via phone call or e-mail and device returned to student after his/her last class.

2nd Violation: Device is confiscated by an administrator, campus supervisor, faculty, or other staff.
Infraction entered in discipline record.
Student issued 30 minute detention.
Parent notified of infraction via phone call or e-mail and device returned to student after his/her last class.

3rd Violation: Device is confiscated by an administrator, campus supervisor, faculty, or other staff.
Infraction entered in discipline record.
Student issued 1 hour of detention.
Parent notified of infraction via phone call or e-mail and device returned to student after his/her last class.

4th Violation: Device is confiscated by an administrator, campus supervisor, faculty, or other staff.
Infraction entered in discipline record.
Student issued Saturday School.
Parent/Guardian will be notified and device returned to student after his/her last class.

5th Violation: Device is confiscated by an administrator, campus supervisor, faculty, or other staff.
Infraction entered in discipline record.
Student assigned Saturday School/School Suspension.
Parent/Guardian will be notified and device returned to student after his/her last class.

Continued violations will necessitate parent conferences to determine further consequences, and may result in alternative school placement.

ACADEMIC HONESTY

Integrity is an important part of a student's academic experience. The academic assessments and grades that a student receives for a course becomes a significant part of a student's record, and it is critical that such records be accurate and consistent. Furthermore, the integrity students learn and exhibit in high school will be the model for the integrity they will need to practice either in college or the work place.

Students shall not misrepresent examination materials, research materials, classwork, and/or homework assignments as their own, when in fact they are the work of someone else. Copying the work of another student or allowing your work to be copied is academic dishonesty. This includes the use of an electronic device to send or receive testing problems and or answers. (Electronic device should not be out or on one's person during any testing). Copied work from published sources, and/or from the Internet (plagiarism) without proper documentation constitutes academic theft.

Consequences for violations, per school year:

1st Violation: Student will receive a zero on the assignment.
Teacher will contact parent/guardian by phone.
Referral will be sent to an administrator for recording and filing in student's record.

2nd Violation (In the Same or Any Other Class):
Student will receive a zero on the assignment.
Student may receive an "Unsatisfactory" Citizenship mark for the grading period.
Teacher will contact parent/guardian by phone.
Referral will be sent to an administrator for recording and filing in student's record.
A parent conference with a Counselor, and or an Administrator.

3rd Violation (In the Same or Any Other Class):
Student will receive a zero on the assignment.
Student will receive an "Unsatisfactory" Citizenship mark for the semester.
Student may be dropped and/or failed from the class where the third infraction occurred.
Referral will be sent to an administrator for recording and filing in student's record.
A parent conference with a Counselor, and or an Administrator.

- Student will be penalized for the second and/or third infractions if the incidents have taken place in the same academic year as the first infraction.
- Student will be held accountable for second and/or third violations in the same class where the first violation took place, or any other class.

STUDENT LUNCH PERMIT

Permission to be renewed every grading period.

A **Lunch Permit** is a *privilege* for 11th and 12th grade students and specific parameters must be met and maintained in order for the student to keep this privilege. 9th and 10th grade students must stay on campus for lunch.

If the student qualifies for and receives a Lunch Permit, he/she is solely responsible for the use and location of it. Misuse of this permit may result in it being REVOKED for the remainder of the semester or the remainder of the school year.

In order to qualify for a Lunch Permit a student must, during the previous 10 weeks, have and maintain the following:

- Be an 11th or 12th grade student
- Must have a 2.0 GPA
- Not on a Tardy or Attendance Contract
- No F's in any class
- No U's in Citizenship or Work-habits
- All detention hours must be made up

If a student does not qualify for a Lunch Permit in a given 5 week period, they may work to improve during the next 5 week period and qualify, unless their Lunch Permit has previously been revoked.

Please be aware that for those who must use a car or bus to travel to lunch, the danger of traffic accidents, the necessity of eating a hurried lunch, and the probability of recurring tardiness are factors that must be considered. For these and other reasons, the Board of Education operates a cafeteria on the school grounds where hot lunches, sandwiches, milk, and snacks may be purchased.

This permit is issued with the understanding that students will go home to eat or have lunch at a local restaurant or food vending establishment. **The permit is not intended to allow students to eat in parked cars or to loiter on sidewalks, parking lots, residences, or business locations in the neighborhood.** Students must have a valid permit with them during the lunch period and produce it daily when requested by a school official. They must show it when leaving campus and when returning to campus. **If they do not have it with them, they will not be permitted to leave campus.** Being off grounds without a Lunch Permit may result in disciplinary actions and having the permit revoked. The Lunch Permit may be revoked at any time upon the request of the parent or a school official. The cost to replace a lost permit is $5.00.

It must be understood that ***parent/guardian accept full responsibility for their student*** while off campus at lunch, if the request is granted by the school. If after considering these facts, permission for this student to leave campus for lunch is still desired, please sign the pe.

If a parent has any concern regarding their child being off campus during lunchtime, they should not sign the permission slip provided by the school to receive a Lunch Permit.

Student Parking Permit Application

Student parking is a PRIVILEGE!

Turn in your completed application to the Student Center. Incomplete applications will not be considered for a parking space. Please be sure to attach all required documents.

Once completed applications are submitted, your application will be put into a lottery.

The rules are as follows:

1. I understand that Parking permits are required to park in the student parking area (middle level) and the spot assigned. Students are not allowed to park in the faculty parking spots.
2. I understand the only reason for a student to be in a vehicle is to arrive and depart from school.
3. I understand loitering in the parking lot at any time is strictly prohibited.
4. I understand vehicles should remain locked at all times.
5. I understand cars are off limits during the day unless special permission is obtained from one of the assistant principals or released from the attendance office with a pass.
6. I understand vehicles must be driven in a safe manner; the speed limit is 5 mph in school lots.
7. I understand I must follow the directions of campus supervisors routing traffic in the parking lots.
8. I understand I am requesting an assigned parking space in the Burbank High School Parking Structure, Student Level, and agree to park in **only** my assigned space. I may not share the assigned space with others. I am parking at my own risk and understand that Burbank High is not responsible for theft or damage to my car.
9. I understand that parking spot preference will be considered, but will not be guaranteed.
10. I understand that I **must** provide a copy of my driver's license, current insurance, and car registration with my application.
11. I understand that I cannot have any detention hours.
12. ***I understand that violation of the above rules may result in the revocation of the parking permit.**

Turn in your application to the Student Center. The deadline is August 6th at 3:00 pm.

Lottery will take place on Wednesday, August 11th. Those selected will be able to pick up their parking placard on August 13th.

The school will notify you if you have been approved.