Comprehensive School Safety Plan
SB 187 Compliance Document

School Year 2024-2025

School: George Washington Elementary School

CDS Code: 19-64337-6012025

District: Burbank Unified School District

Address: 2322 N. Lincoln Street
Burbank, CA 91504

Date of Adoption:

COMPREHENSIVE SAFE SCHOOL PLAN

DATE: October 24, 2024
TO: John Paramo, Ed.D., Superintendent
FROM: Laura Vinyard, Principal

George Washington Elementary School
Comprehensive Safe School Plan
For the 2024/2025 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 October 24, 2024, and is now being submitted for Board review.

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose 7

DEFINITIONS 8

Components of the Comprehensive School Safety Plan (EC 32281) 10

Campus Crime 11

Evaluation of Previous Goals 12

Existing Programs and Procedures 14

Existing Resources 16

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 17

Child Abuse Reporting Assessment 19

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 22

Disaster/Earthquake Plan Assessment 23

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 25

Suspension/Expulsion Assessment 26

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 27

Procedures to Notify Teachers of Dangerous Pupils Assessment 28

(E) Discrimination, Harassment & Bullying (EC 212.6 [b]) 29

Discrimination, Harassment & Bullying Assessment 32

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 33

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. 34

Safe Ingress/Egress Assessment 35

Traffic Safety Survey 36

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 37

Self-Initiated Assessment 38

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 39

School Discipline Rules & Procedures Assessment 40

(J) Tactical Response to Criminal Incidents on Campus 41

Tactical Procedure Assessment 42

Additional Safety Assessments 43

Visitors on Campus Policy and Procedures 43
Visitors on Campus Assessment....44
Hate Crime Reporting Procedures and Policies 45
Hate Crime Assessment 47
Lockdown Policy and Procedure 48
Lockdown Assessment 49
Chemical or Hazardous Material Exposure Procedures – Shelter in Place Procedures 50
Shelter in Place Policy and Procedure....52
Shelter in Place Assessment....53
Desired Change Log....54
People/Place Goal and Action....55
Invitation to Public Meeting....57
Narcan and Opioid Training and Prevention....58
Emergency Contact Numbers 59
George Washington Elementary School Incident Command System 60
Incident Command Team Responsibilities....61
Incident Command System Functions....61
Incident Command System Principles....61
Incident Command System Components....61
UNIFIED COMMAND 62
Advantages of using Unified Command....62
Command Staff Responsibilities 62
General Staff Responsibilities: Function Chiefs....63
General Staff Responsibilities: Search & Rescue....64
General Staff Responsibilities: Medical First Aid....64
General Staff Responsibilities: Evacuation Area Supervision & Release (this is currently under review)....64
General Staff Responsibilities: Campus Security....65
General Staff Responsibilities: Emergency Supplies 65
General Staff Responsibilities: Unassigned Staff....65
Emergency Preparedness....66

Methods for Reporting Emergencies 66
Alarm System 66
Staff Training Requirements (this is currently under review) 67
Staff Release Order Determination 69
EMERGENCY RESPONSE PROCEDURES 70
Reporting an Incident 70
Common Communication Plan Procedures 70
Types of Emergencies & Specific Procedures 72
Aircraft Crash 72
Bomb Threat/ Threat of violence 72
Campus Security Procedures 72
Demobilization & Post-emergency Procedures 73
Earthquake 73
Explosion or Risk of Explosion 74
Fire on School Grounds 74
Flooding 75
High Heat & Heat Illness Procedures 76
Lockdown Procedures 80
Emergencies – Threats 81
Hate Speech 82
Medical First Aid Procedures 83
Return-to-Play Considerations 84
Search & Rescue Procedures 84
Shelter in Place 87
Suicide Prevention 88
DOCUMENTATION & RECORDKEEPING 98
Planning Recordkeeping 98
Exercises Recordkeeping 98
Training Recordkeeping 98
Performance Recordkeeping 98

Certification of Assurances 99

Emergency Evacuation Map.....100

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

George Washington Elementary School has 442 Transitional Kindergarten through 5th grade students. The school has three special education programs; deaf and hard of hearing students, students with mild/moderate disabilities, and students with autism spectrum disorder. George Washington has 103 English Language Learners and more than 50% of the student population are on the federal government's free and reduced lunch program. There are over 40 documented languages at George Washington. The four most common languages spoken by students and families are English, Armenian, Spanish and Russian.

School's Physical Environment

George Washington Elementary School has 39 classrooms. The main building is two stories as is an additional building that is about 25 years old. Due to Measure S, the school now has 9 modular classrooms and a new restroom for boys, girls and staff. Washington Elementary has a one-level playground with a grass field for running physical activities. The school is 100 years old and backs up against the Los Angeles river, the I-5 Freeway, and the LA Metro system.

School's Social Environment

George Washington Elementary accepts and embraces all students with learning challenges, multiple spoken languages, low socio-economic status, as well as students with Gifted and Talented needs.

School's Culture

George Washington Elementary School's culture is one that embraces diversity and celebrates students' unique needs. Our new motto is "We All Belong"

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)

George Washington Elementary School Safety Committee

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

Assessment of School Safety

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

Campus Crime

Assessed By:	Cherie Doomanis
Date Assigned:	9/21/2024
Date Due:	10/31/2024

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:	0

Type(s) of Crime:

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:

No crimes near the campus are impacting safe arrival/departure.

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.

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

Due to turnover in staff, yard supervisors need updated training on how to respond to student behavior, including response to bullying/teasing/discriminatory actions.

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

Principal and at-risk intervention specialist will have regular meetings with yard supervisors to talk about ongoing issues with students and to discuss possible responses to behaviors.

Responsible Person(s)
By name and title

Laura Vinyard, Principal and Edith Chavez, Intervention Specialist

When will it/they be accomplished?

2023-2024 school year and ongoing

What is the status of this goal?

This goal has been met. We now have regularly scheduled meetings with the campus supervision team.

“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

We will test and then implement a schoolwide communication system to use during lockdowns to mitigate poor quality of PA system so that 100% of staff receive notification.

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

We will research options and provide training to all staff once a system is chosen.

Responsible Person(s)
By name and title

Principal and Community Liaison

When will it/they be accomplished?

2023-24 school year

What is the status of this goal?

Goal has been met. We have set up the blackboard notification to send out both texts and emails to all staff during emergencies. We test the system each time we have a lockdown drill or a shelter in place drill.

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
After-school ELD intervention	18
Around the Bell (TK-5) & (7:00 am to 6:00 pm)	22
Autism Awareness Month	440
Boys and Girls Club	11
Burbank Family Services Agency	12
Chromebooks	440
Community Liaison (Spanish) and Community Liaison (Armenian)	440
Community Read-In	440
Deaf and Hard of Hearing Program	11
English Learner Advisory Council	15
Fall Festival	440
Fun Friday with music on playground	440
Gardening Club	14
Garri Dance - 6 weeks of dance instruction	440
Gifted and Talented Education	17
Kindness Week	440
LEAP (Autism program)	30
Let's Draw with Nickelodeon	440
Nickelodeon Chalk Day	440
Outdoor Science School	44
Patriots Fundraising Committee	440
Peaceful Playground w/Luke Anderson (20 hours of instruction for students)	393
Positive Behavior Intervention and Supports (PBIS)	440

Program/Procedure	# Participating
Read Across America Week	440
Red Ribbon Week	440
Safety Valet Drop Off Program	42
Second Step	440
School Site Council	10
School-wide RtI (Response to Intervention)	363
Sensory room access	440
STEM classes every other week	440
Student Council	23
Transitional Kindergarten	47
Unity Day	440
Washington Child Care (7:00 am to 6:00 pm)	29
Weekly library classes/sessions	440
Weekly music classes.	440

Existing Resources

Assessed By:	Laura Vinyard
Date Assigned:	9/21/2024
Date Due:	10/14/2024

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.

Office staff speak English, Spanish and Armenian and are available to support parents and visitors who speak those languages. PTA and PFC have fundraised to support the purchase of supplies needed in the classrooms. BAEF has approved several grants to provide materials in different classes to meet students' unique needs.

(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):	Laura Vinyard, Principal
Date Assigned:	9/21/2024
Date Completed:	10/22/2024

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 meeting October 22, 2024	

Please email Mandated Child Abuse Reporting form to all faculty and staff members. Date Sent:	Yes
Yes, each new school year, staff are given time to complete their assessment and requirements in order to be a Mandated Reporter.	

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.

No issues or challenges at this time.

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
1.			
2.			
3.			
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):	Adriana Chavez, Community Liaison
Date Assigned:	9/21/2024
Date Completed:	10/28/2024

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
2. Incident Command, Search & Rescue, Medical/First Aid **Were all of the required/recommended supplies in place and serviceable for each task?** If no, BRIEFLY add what was missing or unserviceable.	No
Have the members of each team (Incident Command, Search & Rescue, and Medical) received adequate training? If no, BRIEFLY describe desired training.	Yes
3. Communications Plan **Do you have a plan for communicating with students/staff? Parents? District Administration? And have you tested it? (Ex. Remind 101, group text, email, all call, etc.)** If no, BRIEFLY describe plan for improvement.	Yes
Yes (Blackboard, GWE 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	
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.

Need to update basic medical supplies (gauze, cold packs, antiseptic wipes, etc)

(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):	Laura Vinyard
Date Assigned:	9/21/2024
Date Due:	10/14/2024

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

The following data can be found on the Student Services Google drive, under Discipline. There is data on previous years and the current year. **Your school number of suspensions in the previous school year:**	5
District average number of suspension for the previous school year: Only from the same grade levels as your school - Elementary Schools / Middle Schools / High Schools	4

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

Physical force due to behavior choices

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

Physical Force

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

Reason for expulsions
Same rule as suspensions

N/A

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 should continue to help students learn self-control and modify behavior before they become extreme and result in suspensions. As always, suspensions only occur when a child is a safety risk to others or themselves and violates Education Codes. We should continue our Positive Behavior Intervention and Supports (PBIS) as well as Second Step lessons, while continuing to have our at-risk behavior interventionist (Ms. Chavez) work with classes and individual students to teach desired behaviors and have support for students.

(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):	Laura Vinyard, Principal
Date Assigned:	9/21/2024
Date Completed:	9/21/2024

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?

N/A, but when a student returns from suspension or a mental-health facility(5850), we always hold a meeting with all stakeholders involved.

How is the student supported?

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

Counseling services offered via FSA or school psychologist

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

None at this time.

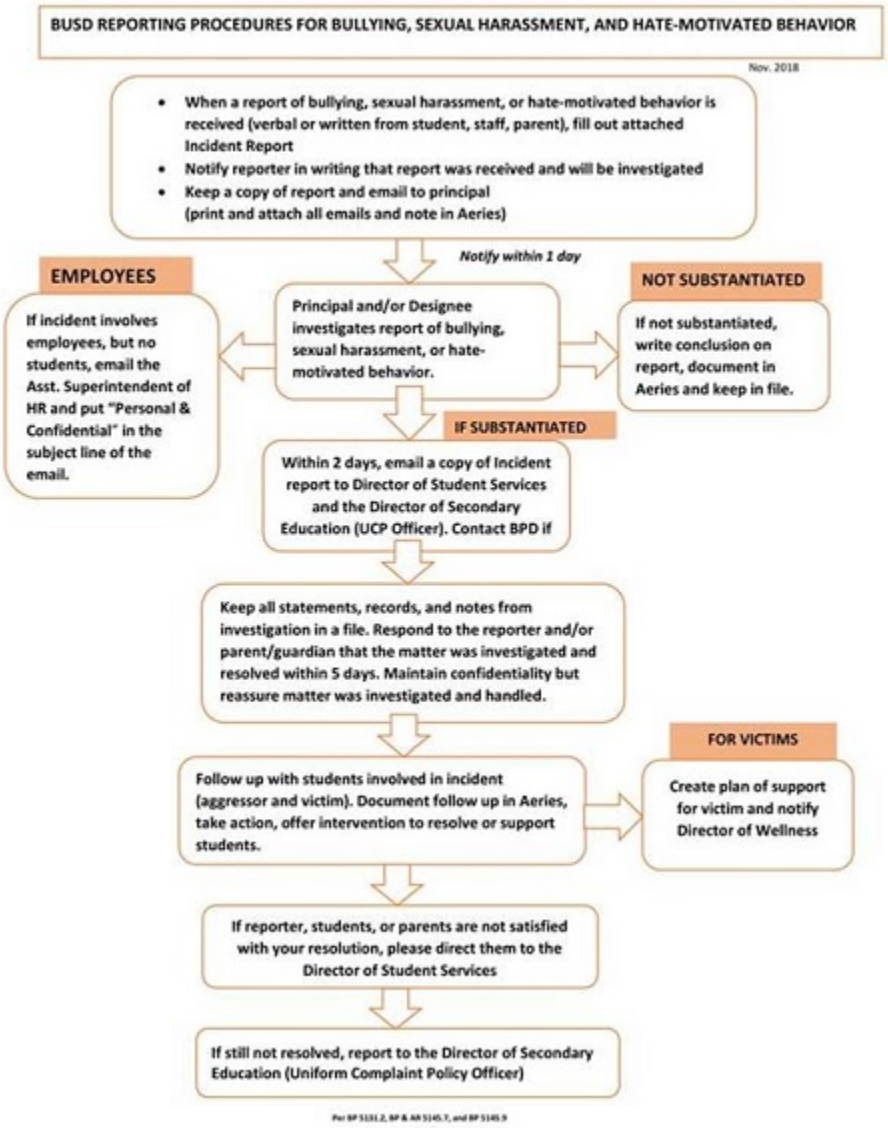
(E) Discrimination, Harassment & Bullying (EC 212.6 [b])

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.
FOR VICTIMS
Follow up with students involved in incident (aggressor and victim). Document follow up in Aeries, take action, offer intervention to resolve or support students.
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

**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):	Edith Chavez, Intervention Specialist
Date Assigned:	9/20/2024
Date Due:	10/14/2024

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.

Recommendations and Suggestions for Continued Services/Support:

1. Having a copy readily available of district Bullying procedures in front office to refer back to if needed
2. Continue the implementation of PBIS strategies, creating a positive learning culture
3. Continue at- risk interventionist coaching SEL lessons in each classroom, focusing on emotional management, calming down, empathy, friendship, bullying, self-control, etc.
4. Provide Tier 2 supports for at risk students, small groups specific to a topic facilitated by at risk interventionist
5. Whole school lunch activity for United Against Hate week; posters around school including in classrooms
6. Whole school lunch activity for Unity day, united for kindness, acceptance and inclusion for all students
7. On-going discussions with students/staff/parents on the clear definition of bullying
8. Monthly talks with yard supervisors to go over common language and to know how to respond to students using hate speech and going over strategies they can use

(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:	Anna Marie Anguino and Denise Meza, Campus Supervisors
Date Assigned:	9/21/2024
Date Due:	10/11/2024

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 2 open ingress/egress points to the school during arrival and dismissal times, as well as the front door (must be buzzed in).

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

Yes, a campus supervisor is placed at each of them.

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.

Parents/Guardians continue to violate traffic safety during drop off and pick up. The most frequent issue is people not stopping at the stop signs. We need to communicate traffic safety in multiple ways. We need BPD presence from time to time because parents tend to drive more safely when they see police. The majority of incidents occur between 8:20 and 8:30 as parents try to beat the tardy bell. There are fewer incidents after school since many parents come early and park.

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	10/7/2024 - 10/11/2024
Surveyor(s)	Annamarie Anguiano, Denise Meza, campus supervisors

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

Driving on the Wrong Side of the Road	**Drop-off Average**	**Pick-up Average**
	0	1

Cell Phone	**Drop-off Average**	**Pick-up Average**
	0	2

Unsafe Pedestrian Crossing	**Drop-off Average**	**Pick-up Average**
	2	2

Dropping Off/Picking Up While Blocking Traffic or Crosswalk	**Drop-off Average**	**Pick-up Average**
	4	1

Parking Violations (Red Zone, Fire Hydrant)	**Drop-off Average**	**Pick-up Average**
	0	1

Unsafe Speed	**Drop-off Average**	**Pick-up Average**
	9	2

U-Turns	**Drop-off Average**	**Pick-up Average**
	7	1

(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):	Edith Chavez, At-Risk Interventionist
Date Assigned:	9/21/20234
Date Due:	10/14/2024

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.	79

District average of disciplinary office referrals in the previous year: As compared to the same grade level schools	U/A
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?	Yes
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.

Need additional access to sensory supports and controlled environment for meetings with at-risk specialist. Need staff training on how to help dysregulated students. Need ways to help students identify triggers.

(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:	Laura Vinyard, Principal & BPD
Date Assigned:	9/21/2024
Date Due:	10/14/2024

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

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

Are your school faculty and staff meeting this expectation?	Yes

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

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

Desired Change

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

No

Additional Safety Assessments

Visitors on Campus Policy and Procedures

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

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

Visitors on Campus Assessment

Assessed By:	Cherie Doomanis, Office Manager/Classified
Date Assigned:	9/21/2024
Date Due:	10/14/2024

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?

All front office staff should be aware of visitors at front door.

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

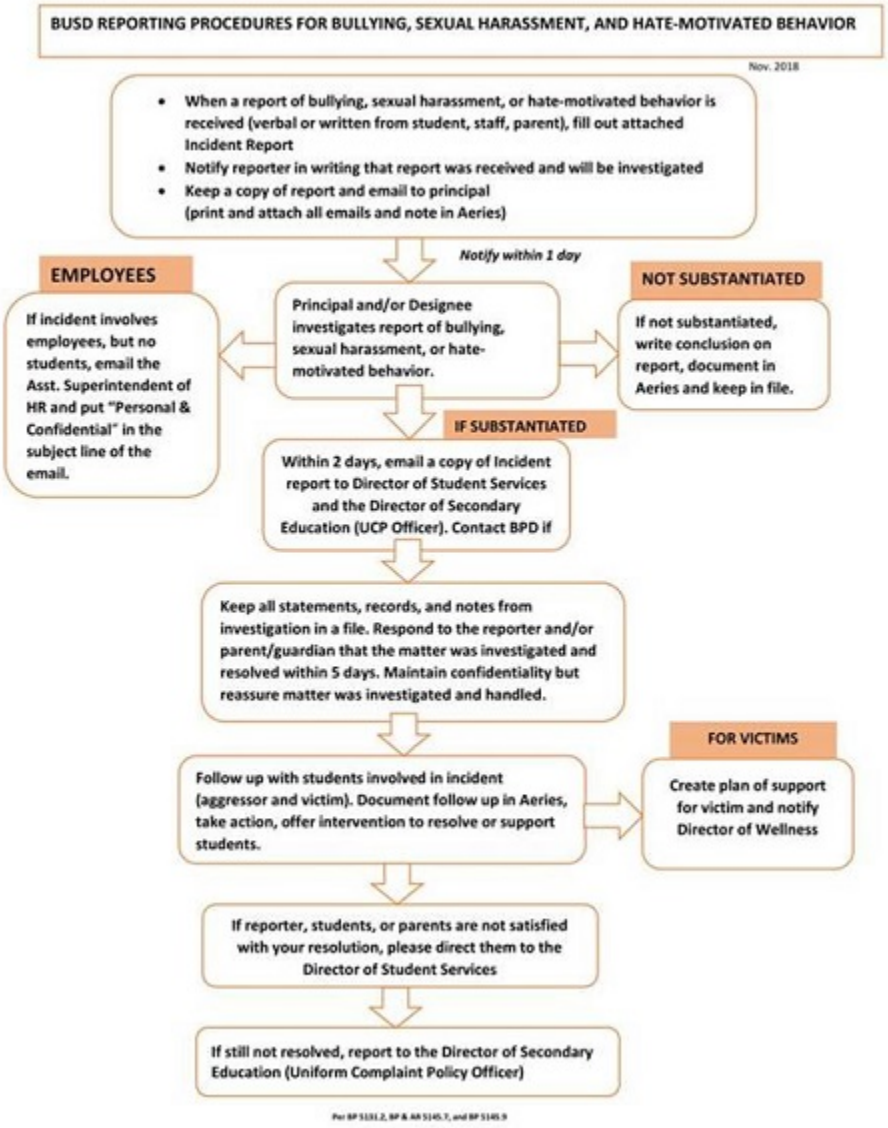
Hate Crime Reporting Procedures and Policies

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.
FOR VICTIMS
Follow up with students involved in incident (aggressor and victim). Document follow up in Aeries, take action, offer intervention to resolve or support students.
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)

Hate Crime Assessment

Assessed By:	Laura Vinyard, Principal
Date Assigned:	9/21/2024
Date Due:	9/21/2024

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.

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:	Cherie Doomanis, Office Manager
Date Assigned:	9/21/2024
Date Due:	10/14/2024

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

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?

Difficult to hear in some outdoor areas. Cannot hear on grass field if PE is loud. Cannot hear outside or in lunch shelter during recess and lunch. Plan is to use blackboard email and texts

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

Yes

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

Yes

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

Desired Change

Chemical or Hazardous Material Exposure Procedures – Shelter in Place Procedures

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

Assessment Sheet for the Hazardous Materials Policy on Next Page.

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

Assessed By:	Laura Vinyard, Principal
Date Assigned:	9/21/2024
Date Due:	9/21/2024

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?	Yes
If yes, list the business(s) / thoroughfares	
Commercial area which includes a gasoline station (76). Railroad tracks and trains. Freeway (I5) Flood Channel Underground Pipeline (oil)	

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.

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:	Laura Vinyard, Principal
Date Assigned:	9/21/2024
Date Due:	10/12/2024

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

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

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

Yes

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

Yes.

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

Difficult to hear in some outdoor areas. Cannot hear on grass field if PE is loud. Cannot hear outside or in lunch shelter during recess and lunch. Plan is to use blackboard email and texts

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

Yes

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

Yes

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

Desired Change

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
Campus Crime	None at this time.
Procedures to Notify Teachers of Dangerous Pupils	None at this time.
Dress Code	None at this time.
Child Abuse Reporting Procedures	None at this time
Disaster/Earthquake Plan	Disaster bin needs to be inventoried and updated, particularly medical supplies.
Anti-Discrimination/Harassment/Bullying Procedures	Policies should be reviewed regularly. Training should include staff, students, families.
Hazardous Materials	None at this time.
Procedures for Safe Ingress/Egress	Parents/Guardians continue to violate traffic safety during drop off and pick up. BPD presence helps but we cannot count on them to be here all the time. We need ongoing communication to families about traffic safety.
School Discipline Rules and Procedures	None at this time
Suspension/Expulsion Procedures	None at this time.
Lockdown Procedures	None at this time.

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.”

We will see a 10% reduction in physical force among students as measured by documentation in SIS.

Action Plan(s)

How will it be accomplished

Task(s)

Training staff on identifying students exhibiting dysregulation; providing support for those students; identifying triggers for those students and teaching students how to handle triggers; providing a sensory/calming area for students to use when dysregulated.

Responsible Person(s)

By name and title

Laura Vinyard, principal; Edith Chavez, at-risk intervention specialist; Teresa Williams, behavior intervention specialist

When will it/they be accomplished?

By the end of the 2024-2025 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.”

Emergency bin will be updated so that it is in good working condition.

Action Plan(s)

How will it be accomplished

Task(s)

Emergency bin will be inventoried. Supplies will be replenished as needed. A plan will be created so that moving forward the bin is regularly checked and updated.

Responsible Person(s)

By name and title

Laura Vinyard, principal; Adriana Chavez, community liaison; Anna Jackson, school nurse

When will it/they be accomplished?

Prior to end of 2025.

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 George Washington Elementary School, in partnership with the local police and fire departments and other stakeholders, have engaged in a systematic planning process that included assessing factors known to impact school safety.

Our Comprehensive Safe School Plan for 2021/22 will be shared in a public meeting at our school on , , .

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.

Narcan and Opioid Training and Prevention

Naloxone Safety Plan

The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. The guidelines outlined in the Naloxone Program are for administrators, school nurses, and other trained personnel to provide instructions on the use of Naloxone (Narcan) Nasal Spray to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an opioid overdose. The guidelines provides instructions and requirements for emergency administration of Naloxone (Narcan), division of responsibilities on school campuses, and guidelines for the process of distributing a notice and description of volunteer training. As Naloxone (Narcan) is available on all District campuses, students are strongly encouraged to seek assistance of school site personnel in the event of an opioid emergency. In addition, BUSD Health Services has been providing Narcan for other activities like field trips and sports activities.

Staff receive annual training and information regarding Narcan and it's use.

Naloxone (Narcan) is an emergency medication that requires medical authorization as well as training prior to use. Students who carry Naloxone (Narcan) on campus and at school-sponsored activities will not be subject to disciplinary action.

California Department of Public Health

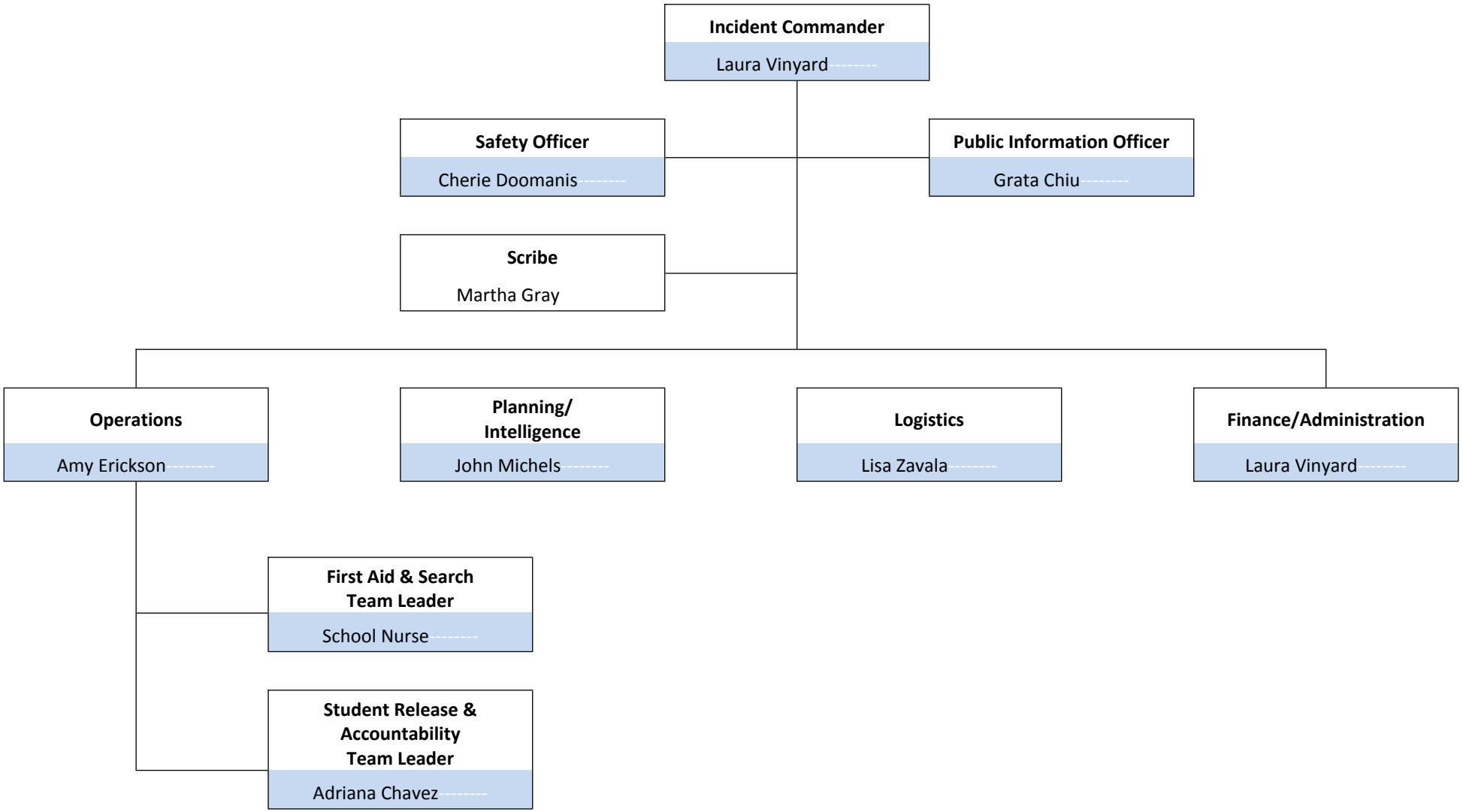
https://www.cdph.ca.gov/Programs/CCDPHP/sapb/pages/naloxone.aspx

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

George Washington Elementary School Incident Command System



Incident Command Team Responsibilities

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

Incident Command System Functions

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

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

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

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

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

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

Incident Command System Principles

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

Incident Command System Components

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

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

UNIFIED COMMAND

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

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

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

Advantages of using Unified Command

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

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

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

Command Staff Responsibilities

Incident Commander:

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

Deputy Incident Commander:

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

Safety Officer:

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

Public Information Officer:

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

Agency Liaison Officer:

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

General Staff Responsibilities: Function Chiefs

Operations Chief:

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

Planning/Intelligence Chief:

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

Logistics Chief:

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

Finance/Administration Chief:

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

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

General Staff Responsibilities: Search & Rescue

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

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

General Staff Responsibilities: Medical First Aid

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

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

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

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

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

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

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

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

Authorized Student Release Gate Team(s):
- Verify students have properly checked out before allowing them to exit.
- Students without proper proof of Check-out must be redirected back to the Student check-out station.

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

General Staff Responsibilities: Campus Security

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

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

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

General Staff Responsibilities: Emergency Supplies

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

General Staff Responsibilities: Unassigned Staff

Unassigned Staff:

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

Emergency Preparedness

Methods for Reporting Emergencies

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

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

Alarm System

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

Alarm System Maintenance & Testing Requirements

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

Staff Training Requirements (this is currently under review)

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

NIMS/SEMS Training Requirements:

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

Emergency Plan Training Requirements:

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

Practice Drills

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

Earthquake Practice Drills:

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

Fire & Evacuation Practice Drills:

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

Lockdown Drill:

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

Shelter in Place Drill:

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

Staff Release Order Determination

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

Staff Release Order Plan:

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

EMERGENCY RESPONSE PROCEDURES

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

Reporting an Incident

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

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

Common Communication Plan Procedures

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

Communication hardware and systems available:

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

The following individuals will have two-way radios:

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

Communication Center Set-up Procedures:

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

Internal Communication during an Incident:

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

External Communication during an Incident:

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

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

Site Specific Emergency Procedure

Types of Emergencies & Specific Procedures

Aircraft Crash

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

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

Bomb Threat/ Threat of violence

Immediately after receiving a bomb threat the following procedures shall be followed:

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

Campus Security Procedures

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

Campus Security Procedures

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

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

Utilities Team Shutoff Procedures

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

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

Site Specific Emergency Campus Security Procedures

Bin code (earthquake bin): 2460

Demobilization & Post-emergency Procedures

Demobilization Procedures:

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

Earthquake

Prior to Earthquake

1. Please discuss all our emergency procedures with students as soon as possible.
2. Maintain evacuation backpack, bucket and clipboard in a visible & easily accessible location adjacent to the evacuation exit.
3. Know your evacuation route and ensure evacuation maps are posted at exit(s).
4. Participate in practice drills and maintain knowledge of emergency procedures.
5. Ensure tall furnishings are secured to the walls to prevent them from falling on individuals and potentially obstructing exits or walk paths.
6. Do not store unsecured heavy items above 72 inches.
7. Maintain exits free from obstructions.

During an Earthquake

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

After an Earthquake

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

Explosion or Risk of Explosion

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

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

Fire on School Grounds

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

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

Flooding

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

Incident Commander

1. Determine if evacuation is required.
2. Notify District Superintendent or District Office of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
4. Post a notice on the office door stating where the school has relocated and inform the District Office.
5. Monitor local radio and television stations for flood information.
6. Notify District Superintendent of school status and action taken.
7. Delegate a search team if students or staff have been determined to be missing.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

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

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

High Heat & Heat Illness Procedures

AR 3514.11

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

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

Policy BURBANK UNIFIED SCHOOL DISTRICT

adopted: January 18, 2007 Burbank, California

BP 3514.11

Unhealthy Air Episodes

1. Notification

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

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

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

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

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

2. Health Advisories

a. Sensitive (AQI 101-150)

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

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

b. Unhealthy (AQI 151-200)

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

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

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

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

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

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

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

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

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

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

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

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

Heat/Humidity

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

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

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

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

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

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

a. Follow items 2a and 2b above.

b. All vigorous outdoor activity may be suspended.

c. Limit outdoor activities to short periods of time.

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

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

Cold Weather

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

a. Wind factor

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

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

a. Vary activity level according to the temperatures.

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

Site Modifications

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

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

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

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

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

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

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

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

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

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

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

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

Regulation BURBANK UNIFIED SCHOOL DISTRICT

approved: January 18, 2007 Burbank, California

Heat Illnesses: Symptoms, Causes, and Immediate Treatment

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

Heat Illness	Symptoms	Causes	Immediate Treatment
Sunburn	• Redness, pain, and/or swelling of skin • Blisters • Fever & headaches	• Exposure to high heat and ultraviolet radiation from the sun	• Leave water blisters intact to speed healing and avoid infection • If blisters break, apply dry sterile dressing • Refer serious cases to a physician
Dehydration	• Dry mouth • Thirst • Headache • Dizziness • Muscle cramps • Excessive fatigue • Decreased performance	• Lack of hydration	• Move student athlete to cool environment • Initiate oral rehydration • Maintain hydration throughout • If student fails oral rehydration (due to excessive nausea or vomiting) transport to medical facility for intravenous fluids
Heat Cramps	• Heat cramps are muscle pains or spasms, usually in the abdomen, arms, or legs that might occur in association with strenuous activity • Frequently occur sometime later after strenuous activity, or when relaxing	• Caused by heavy sweating during strenuous activity • Sweating depletes the body's salt and fluids. • Low salt levels in the muscles can cause painful cramps	• Stop all activity and sit in a cool place • Drink water, clear juice, or a sports beverage • Avoid drinking alcohol, soda, caffeine and sugar drinks • Avoid strenuous activity for a few hours after the cramps subside
Heat 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 inyour room or secured location until advised what to do via E-mail, text, telephone, or public address system. Do not automatically evacuate until you receive specific instructions.
7. Notify Superintendent or designated District EOC, if possible.
8. Do not attempt to restrain a student who runs outside.
9. If possible, silently take roll and account for students and staff. Notify Command Staff (via E-mail, text, or phone) of any missing persons or persons who were swept in from the outside.
10. Communication during the lockdown will take place via text or E-mail. Continue to monitor your texts or e-mail. Once the school is secured, a text or e-mail will be sent giving information relative to the situation. For extended lockdowns, regular texts or E-mails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: When dialing 911, the school's black digital Cisco phones inform Burbank police dispatch of your exact building and room location.
11. Until specific directions are given, students should not use cell phones to place calls, send texts, or access the internet or social media. All cell phones must be silenced. If the lockdown lasts for an extended period of time, directions will be given to teachers by e-mail, text, or phone as to how cell phones or other communication devices may be used by students.

12. The door to your room may be opened by administration or emergency responders to put in students/visitors who are caught out in the hallways during the lock down.
13. The lockdown will be lifted when judged to be safe by the police department, district personnel, or the Incident Commander. At that time, a school wide announcement will be made, or authorized personnel will go door-to-door, with a master key, and notify each classroom individually.

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

Site Specific Lockdown Procedure

Staff need to ensure lights are off and blinds are closed if possible.

Emergencies – Threats

Threats made against students, staff or the school community are taken extremely seriously.

When a student makes a threat, the following protocols are followed:

1) The school contacts the Director of Student Services, Director of Elementary or Assistant Superintendent of Educational Services
2) The School Resource Officer (SRO), Mental Health Assessment Team (MHET) or the Burbank Police Department are contacted.
3) The threat is investigated and reviewed to determine credibility.
4) If not credible, school discipline, communication to the school community are completed in conjunction with school and district administration.
5) The student or individual making the threat is supported with offers of counseling, check-ins and other interventions.
6) The staff member or site administration completes an Employee Threat Protocol (form) which is sent to district administration (Student Services and Human Resources) for follow up.

If credible, then…

1) The school district and Burbank police department work together to take safety measures including school discipline, counseling, home checks, weapons access checks, background checks, citation, arrests or hospitalization if the individual or student needs mental health supports.
2) District administration will work with sites to notify the school community and provide resources and support.

Training:

1) All principals and district administration meet with command staff with the Burbank Police Department and Burbank Fire Department annually

2) Level 1 Training for all staff annually (includes safe school climate, identifying concerning behaviors, threat assessment, and active shooter incident training)

3) Level 2 Training for all site threat assessment teams with the School Resource Officer/BPD and Student Services (threat assessment teams are typically comprised of an administrator, school psychologist, counselor and teacher)

4) SAFE-T meeting quarterly or as needed between Student Services, MHET and the SRO regarding threat assessments and ongoing support of students or individuals.

Hate Speech

Threats made against students, staff or the school community are taken extremely seriously.
When a student makes a threat, the following protocols are followed:

1) The school contacts the Director of Student Services, Director of Elementary or Assistant Superintendent of Educational Services
2) The School Resource Officer (SRO), Mental Health Assessment Team (MHET) or the Burbank Police Department are contacted.
3) The threat is investigated and reviewed to determine credibility.
4) If not credible, school discipline, communication to the school community are completed in conjunction with school and district administration.
5) The student or individual making the threat is supported with offers of counseling, check-ins and other interventions.
6) The staff member or site administration completes an *Employee Threat Protocol* (form) which is sent to district administration (Student Services and Human Resources) for follow up.

If credible, then…

1) The school district and Burbank police department work together to take safety measures including school discipline, counseling, home checks, weapons access checks, background checks, citation, arrests or hospitalization if the individual or student needs mental health supports.
2) District administration will work with sites to notify the school community and provide resources and support.

Training:

1) All principals and district administration meet with command staff with the Burbank Police Department and Burbank Fire Department annually (insert date)
2) Level 1 Training for all staff annually (includes safe school climate, identifying concerning behaviors, threat assessment, and active shooter incident training) (insert date)
3) Level 2 Training for all site threat assessment teams with the School Resource Officer/BPD and Student Services (threat assessment teams are typically comprised of an administrator, school psychologist, counselor and teacher) (insert date)
4) SAFE-T meeting quarterly or as needed between Student Services, MHET and the SRO regarding threat assessments and ongoing support of students or individuals.

Hate Crime Reporting Procedures (revised)

- leave in Board Policy link and sentence of introduction
- Leave in flow map of reporting procedures
- Remove form

School Behavior and Discipline Guidelines involving Hate Speech:

Elementary Schools:

- First Offense: Education with EverFi
  - Module: The Compassion Project
  - Meeting with Intervention Specialist
- Second Offense:
  - 4 weeks of weekly check-ins with the intervention specialist
  - Restricted lunch area
- Third Offense:
  - 2 hours after school detention
  - Read an assigned book and discuss with the intervention specialist
- Fourth Offense: Suspension with an SST at the time of readmittance back to school
- Fifth Offense: Meeting with the Assistant Superintendent of Educational Services
- Sixth Offense: Change of Placement

These are guidelines. Depending on the situation and severity, consequences can escalate.

Middle Schools:

- First Offense: education with EverFi
  - Module:
  - Meeting with Intervention Specialist
- Second Offense:
  - 4 weeks of weekly check-ins with the intervention specialist
  - Restricted lunch area
- Third Offense: 2 hours after school detention
- Fourth Offense: Suspension with an SST at the time of readmittance back to school
- Fifth Offense: Meeting with the Assistant Superintendent of Educational Services
- Sixth Offense: Change of Placement

These are guidelines. Depending on the situation and severity, consequences can escalate.

High Schools:

- **First Offense**: education with EverFi
  - Module:
  - Meeting with Intervention Specialist
- **Second Offense**: 2 hours lunch detention
  - Restricted lunch area for 9th and 10th graders
  - Loss of lunch pass for 11th and 12th graders

- **Third Offense**: Suspension with an SST at the time of readmittance back to school
- **Fourth Offense**: Meeting with the Assistant Superintendent of Educational Services
- **Fifth Offense**: Change of Placement

These are guidelines. Depending on the situation and severity, consequences can escalate.

Medical First Aid Procedures

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

Medical First Aid & Morgue Procedures

1. Retrieve Medical First Aid supplies from the emergency supplies container.
2. Set up Medical First Aid and Morgue areas. The Morgue area should be in as private an area as possible and as far from human activity as possible.
3. As victims arrive conduct proper triage procedures.
   - Sort victims according to injury severity (Immediate, delayed, deceased) and tag all victims with a chief complaint using a triage tag or duct tape.
   - List on the tag or tape: Category, time & victim number. If possible, identify individual.
4. Place victims in separate and distinct treatment areas, laying victims head to toe (one row per First Aid Team member).
5. If an individual must be moved, prepare victim for transport (cover all open wounds, splint fractures, and make patient comfortable).
6. Monitor victims' condition(s) and recheck periodically to evaluate if condition has changed. "Treat as you go…from head to toe."
7. Keep log of information and destinations of patients.
8. Maintain cleanliness throughout area!

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

Dehydration:

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

Heat Cramps:

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

Heat Exhaustion:

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

Heat Stroke:

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

Search & Rescue Procedures

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

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

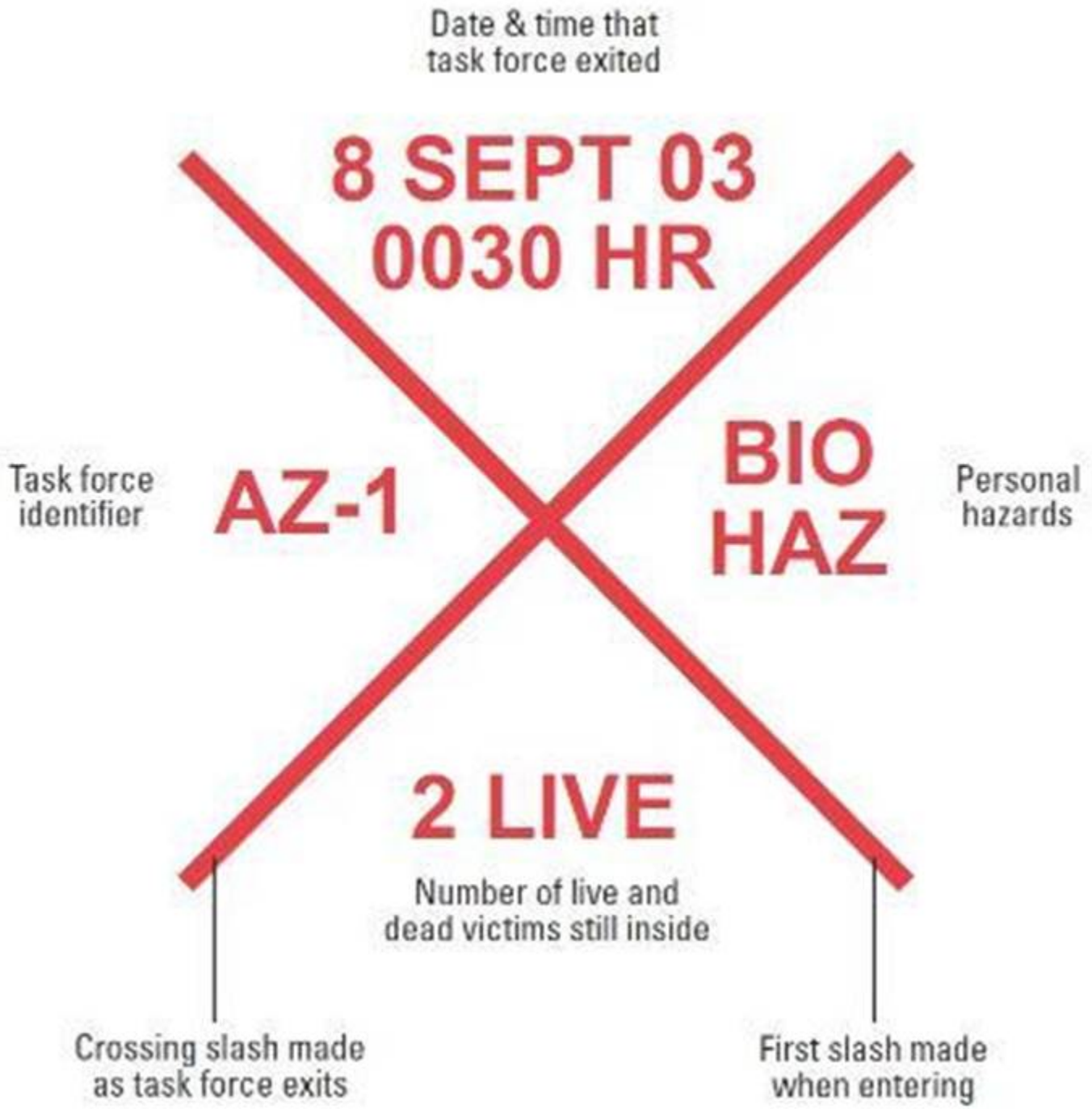
Important: While conducting a rescue, use radios for emergency contact only, such as, reporting an injured team member, requesting additional assistance to rescue victims, or reporting severe room damage and aborting the rescue.

Site Specific Search and Rescue Procedure

Search & Rescue Marking System for Rooms

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

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



Shelter in Place

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

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

Structured Reunification of Students with Parents/Guardians

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

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

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

Reunification Gate is located on Winona.

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): **http://familyserviceagencyofburbank.org/**	**1-818-845-7671**
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, **https://afsp.org/chapter/afsp-greater-los-angeles/**	**1-424- 327-7101**
LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH: **http://dmh.lacounty.gov/wps/portal/dmh**	**1-800-854-7771**
NATIONAL SUICIDE PREVENTION LIFELINE **https://suicidepreventionlifeline.org/**	**1-800-273-8255** **TEXT: *START* 741741**
SOCIETY FOR THE PREVENTION OF TEEN SUICIDE **http://www.sptsusa.org/**	**1-732-410-7900**
TEEN LINE **https://teenlineonline.org/**	**1-310-855-4673** 6pm-10pm **TEXT: *TEEN* to 839863** 6pm-9pm
THE TREVOR PROJECT **https://www.thetrevorproject.org/**	**1-866-488-7386**

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.

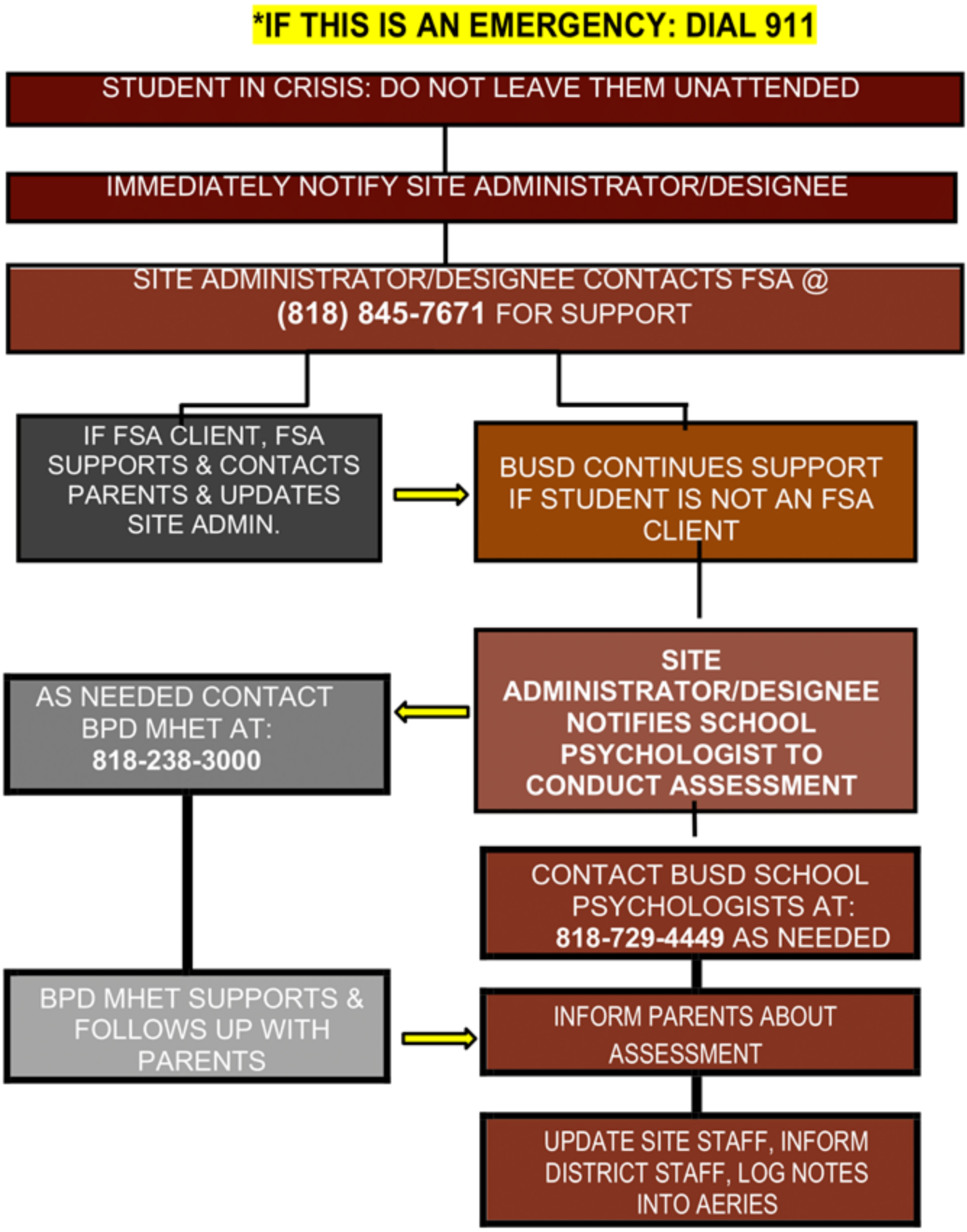
*IF THIS IS AN EMERGENCY: DIAL 911

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
STUDENT IN CRISIS: DO NOT LEAVE THEM UNATTENDED
IMMEDIATELY NOTIFY SITE ADMINISTRATOR/DESIGNEE
SITE ADMINISTRATOR/DESIGNEE CONTACTS FSA @ (818) 845-7671 FOR SUPPORT
IF FSA CLIENT, FSA SUPPORTS & CONTACTS PARENTS & UPDATES SITE ADMIN.
BUSD CONTINUES SUPPORT IF STUDENT IS NOT AN FSA CLIENT
SITE ADMINISTRATOR/DESIGNEE NOTIFIES SCHOOL PSYCHOLOGIST TO CONDUCT ASSESSMENT
AS NEEDED CONTACT BPD MHET AT: 818-238-3000
CONTACT BUSD SCHOOL PSYCHOLOGISTS AT: 818-729-4449 AS NEEDED
BPD MHET SUPPORTS & FOLLOWS UP WITH PARENTS
INFORM PARENTS ABOUT ASSESSMENT
UPDATE SITE STAFF, INFORM DISTRICT STAFF, LOG NOTES INTO AERIES

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.

Certification of Assurances

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

George Washington Elementary School in Burbank Unified School District, has a safe campus with an environment that is conducive to learning.

The attached Comprehensive School Safety Plan (CSSP) is in compliance with the provisions required for Senate Bill 187, Chapter 73. This plan has met the following requirements:

1. The attached CSSP contains the required components required by Education Code 32280-32289.
2. The School Site Council includes the following representatives: Principal and/or Assistant Principal, BTA certificated employee, BUSD-CSEA classified employee, and parent representatives.
3. The School Site Council consulted with law enforcement and fire agencies when writing this plan. (NEMS)
4. The School Site Council conducted a public hearing on the plan in order for the public to express an opinion on the plan.
5. The School Site Council adopted the recommended CSSP.
6. A copy of the CSSP has been provided to the Superintendent or designee.
7. The Board of Education adopted the original plan on 2/15/2024. It has been updated this year on October 24, 2024.
8. Information in the plan will be disseminated to all teachers, parents, and students.
9. School Site Council Meeting Date: 10/24/2024
10. Board of Education Meeting Date:

Principal	School Site Council Representative
BTA Member	CSEA Member
Parent Representative	

Emergency Evacuation Map

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

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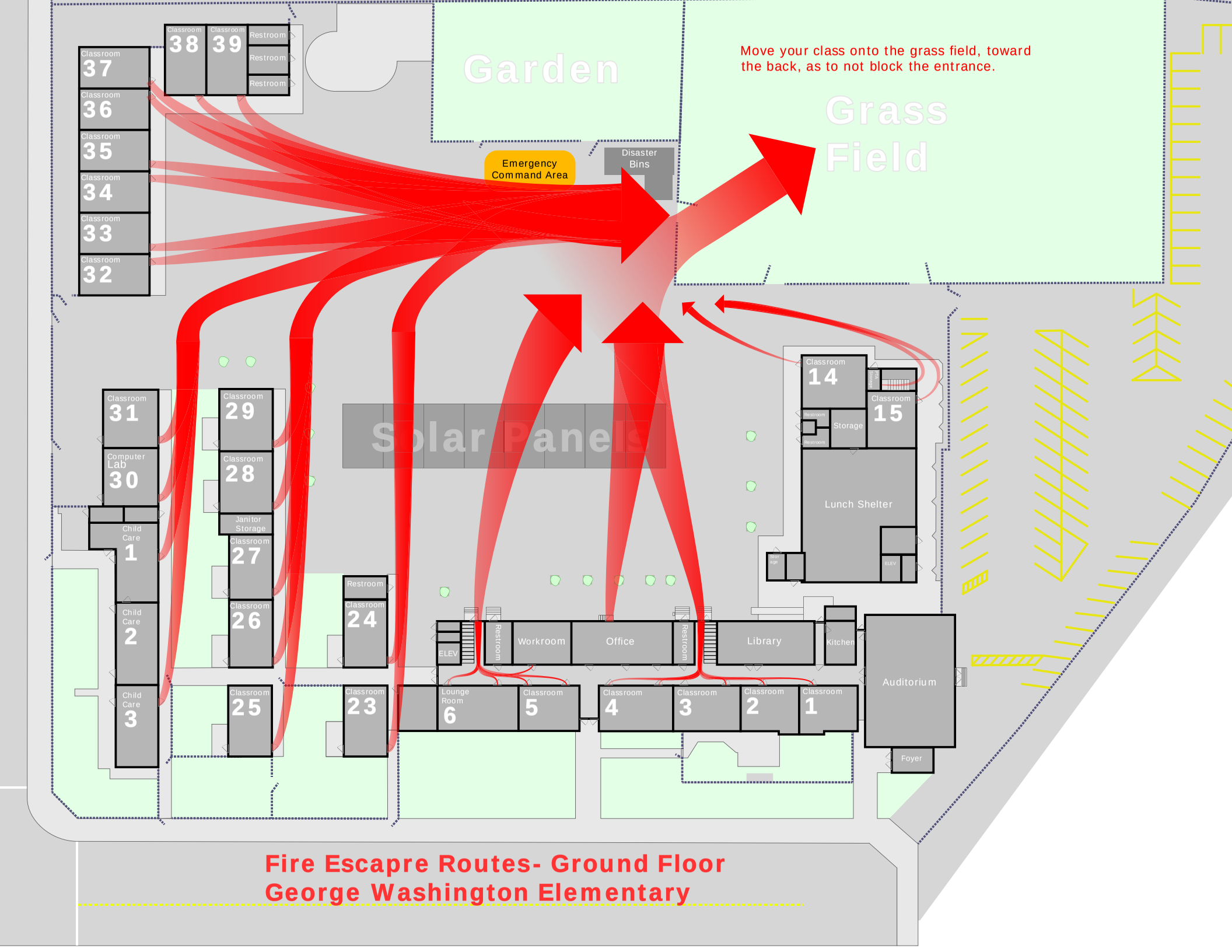
Principal

BTA Member

Parent Representative

School Site Council Representative

CSEA Member



Fire Escapre Routes- Ground Floor
George Washington Elementary

George Washington Elementary School

School-Wide Behavior Expectations

	Classrooms	Hallways	Restroom	Auditorium	Lunch Shelter	Cafeteria	Special (Library, lab, RTI, music)	Front of the school (arrival/departure)	Playground	P.E
Persevere	-Work hard -Never give up -Do your best	- Be patient - Face forward - Walk directly to destination and back	-Do your business (go, flush, wash, leave) -Return to class promptly - Use bathroom manners/ hygiene	- Wait patiently -Face forward	-Eat before playing -Take what you'll eat (share table) -Behave calmly	-Wait patiently for your turn -Walk all the way to the lunch shelter	- Leave food and water outside -Stay on task	-Enter/exit safely (walk) and promptly - Once gate is locked walk with yard sup,. to the office if parent is late	-Play peaceful playground games (see handbook) -Try new games - Be a good sport	-Work hard & try your best - Participate in every activity - Be a good sport
Act Responsibly	-Be on time -Be prepared -Stay on task -Be safe - Wear your uniform (navy blue or white shirt & navy blue bottoms, 5th grade only- red shirt)	-Walk in a line/walk in the middle of the hall, pass on the right - Only use hands on rails when going up/down stair cases	-Keep bathrooms clean (throw away trash) -Flush once -Only flush toilet paper -Wash your hands using soap and water	-Keep hands and feet to yourself -Sit appropriately	- Stay seated - Eat your own food -Leave area clean - Keep hands and feet to yourself	- Move through the line efficiently -Know your lunch number/ have money ready -Make sure your parents know what you are buying	-Treat materials with care -Push in chairs -Wait patiently for help -Stay in your own personal space	-Stay on the sidewalk or grass -Wait for parent and leave with them promptly	-Use equipment properly -Clean up before going to a new game and after whistle blows -Use bathroom/ drink water after whistle blows (3min warning)	-Use equipment properly -Be on task
Think of others	-Show empathy -Show compassion -Be kind	-Keep hands and feet to yourself	-Quiet voices -Show compassion to younger kids by allowing them to go first	- Sit quietly	- Use a polite/ speaking voice - Welcome others	-Take what you touch -Keep body calm while in line -Keep both hands on tray	-Turn in books on time -Leave area clean and neat -Use a quiet voice	-Use a quiet voice (other classrooms are still learning) -Keep hands and feet to yourself -Watch where you are walking	- Check buddy bench, include other - Keep hands and feet to yourself - Resolve conflicts (RPS, vote, etc.)	-Take turns -Use teamwork
Show Respect	-Whole body listening -Participate -Raise your hand	- Be aware of surroundings -Walk quietly (classrooms learning) -Wave silently to staff & friends	-Respect others' privacy by keeping hands, feet & eyes to yourself - Wait your turn	- Cheer politely when appropriate - Whole body listening	- Listen to yard supervisors/ staff - Mind your manners - Raise your hand to be excused	-Listen to all staff - Use manners, say please & thank you	-Whole body listening -Follow directions	- Respect plants and trees -Respect neighbors and their property -Clean up trash	-Listen to yard supervisors/staff -Use kind words -Take turns	-Listen to staff - Use kind/ encouraging words

Burbank Unified
School District
George Washington
Elementary School
Site Council Agenda

10/24/2024

x	1a. School Plan Development – Data Analysis & Needs Assessment
x	1b. School Plan Development – School Goals & Improvement Activities
x	1c. School Plan – Monitoring & Evaluation
x	1d. School Plan – Budget Development & Monitoring
x	1e. School Plan Approval
x	1f. Title I Program Description
	~~1g. Program Improvement Requirements CSI, TSI, or ATSI~~
	1h. Effective Communication w/Parents
	1i. Title I Parent Trainings/Parent Policy

	2a. EL Program Design/Development
x	2b. EL – Data Analysis & Needs Assessment
	2c. EL – Monitoring & Evaluation
	2d. EL – Budget Development & Monitoring
	2e. EL - Reclassification
	2f. EL – Parent Training
	~~2g. EL - Language Census Discussion (R30)~~
	2h. EL - School Attendance Discussion
x	2i. Parent Input on Title I, III

x	3a. School Safety Plan Development & Approval
	3b. Helping Students at Home (Academic & Social Skills)
	3c. Training – Roles and Responsibilities
	3d. Election of SSC Members
	3e. Parent Involvement Policy – Development, Approval & Distribution
	3f. School Compact – Development, Approval & Distribution
	3g. Academic Standards
	3h. CAASPP Assessment Results
	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order and Approval of Proposed Agenda, Approval of minutes from 9/5 (vote)

III. Evaluation of 2023-2024 Single Plan for Student Achievement (artifact #1)

IV. Evaluation of 2023-2024 School Safety Plan (artifact #2)

V. Unfinished Business

Updated proposed Title 1 budget (artifact #3) (vote)

VI. New Business

Proposed SPSA goals for 2024-2025 and Approval of SPSA (artifact #4) (vote)

Proposed new safety plan goals for 2024-2025 and Approval of Safety Plan (artifact #5) (vote)

VII. Adjournment