



Woodrow Wilson Middle School

**COMPREHENSIVE SCHOOL SAFETY PLAN**

2021-2022

**PRINCIPAL**

Dr. Narek Kassabian

Our District is committed to providing for the safety of students, staff and visitors at each of our campuses and facilities. This commitment includes adopting and maintaining safety policies and practices that meet state, federal, and local mandates. A list of these policies can be found here.

Near the beginning of this school year, our campus safety planning team, in consultation with local law enforcement and other first responder agencies, used the systematic planning process recommended by the Department of Education as our procedure to assure we are in compliance with safety laws.

Based on the efforts of several school and community stakeholder's, our team developed safety related goals for the upcoming school year that are reasonable and relevant to the needs of our school. The mentioned goals, along with supporting documents, comprise our comprehensive school safety plan.

The plan was shared at a public meeting and then submitted to the District for approval. Key elements of the plan are available on our School Accountability Report Card. Moving forward, we will continue to evaluate progress towards reaching our goals as well as all other aspects of campus safety.



## SCHOOL SAFETY PLANS Principal Introduction

Experts agree that safety is best achieved through stakeholders engaging in the continual process of evaluating and addressing risk factors. In an effort to assure safe campuses, California law requires stakeholders at every school to employ a systematic planning process in developing and annually updating a comprehensive school safety plan unique to the needs and resources of that school.

***The intent of the law is for the process of writing school safety plans be viewed as an opportunity for campus stakeholders to evaluate the school's readiness related to specific risk factors.***

As the principal, you are ultimately responsible for the planning process, but the law is clear that your plan must be developed and written by your School Site Council (SSC), or a Campus Safety Planning Committee.

***The committee can't just "sign off" on your work, they must be actively engaged in the safety planning process!***

You will be provided with a planning tool kit and step-by-step instructions designed to facilitate the systematic planning process recommended in the law. It is essential to understand the planning process is meant as "gap analysis," assessing where you are against where you are supposed to be related to specific risk factors.

***Safety gaps are in no way a negative reflection of you. On the contrary, your continual efforts towards identifying and eliminating safety gaps speak to your commitment to provide a safe learning environment for students and staff!***

At the conclusion of this project, you and your planning committee will have developed at least two safety related goals for the upcoming school year. The goals address safety factors identified through a comprehensive process, include accountability, and are specific to the needs and resources of your school.

***These goals and supporting documents are your campus safety plan for the upcoming school year.***

Remember, I will be here to answer any question you may have along the way!

Be safe, E

**Eric Rosoff**  
**Campus Safety Group**  
[ericr@campussafetygroup.com](mailto:ericr@campussafetygroup.com)



## SCHOOL SAFETY PLANS Parent/Staff/Student Introduction

In an effort to assure safe campuses, California law requires all schools to have procedures in place to assure compliance with safety expectations.

***The law requires campus stakeholders to go beyond simply gathering safety policies. They must use a systematic planning process to annually evaluate if the school is prepared to meet the expectations in those policies.***

While your principal is ultimately responsible for the planning process, the law is clear that your school plan must be prepared by your School Site Council or a selected Campus Safety Planning Committee. Stake-holder involvement is the key to accountability.

***The committee can't just "take the principal's word for it," they must be actively engaged in the safety planning process!***

Your school's committee has been provided with a tool kit and step-by-step instructions designed by experts to facilitate the systematic safety planning process recommended in the law. It is essential to understand the planning process is meant as "gap analysis," assessing where your school is against where you are supposed to be related to specific risk factors.

***Identified safety gaps are not a reflection of your principal or their leadership. On the contrary, administrative efforts towards identifying and eliminating safety gaps speak to a commitment to provide a safe learning environment for students and staff!***

At the conclusion of the planning process, your planning committee will have developed at least two safety related goals for the upcoming school year. The goals will address safety factors identified through a comprehensive process, include accountability, and be specific to the needs and resources of your school.

***These goals and supporting documents are your campus safety plan for the upcoming school year.***

**Eric Rosoff**  
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Comprehensive Safe School Plan

**SAFETY TEAM MEETING AGENDA / MINUTES**

This form is used to document the systematic planning process recommended in state law. Each meeting should start with the status of action plans related to safety goals. The mentioned process and this meeting should become your default method of addressing safety related concerns. Most safety related issues are already addressed in existing policy. If a concern is raised by staff, students, and/or parents, determine if a policy(s) already exists and then conduct your own assessment. It may be that the school needs to be better about compliance or it may be that the policy needs to be revisited. Either way, you can document your safety planning committee used the systematic planning process as well as results. (Use additional pages if needed)

**DATE OF MEETING** 10/6/21

**ATTENDEES**

- |                     |                     |                        |                       |
|---------------------|---------------------|------------------------|-----------------------|
| 1. Narek Kassabian  | 4. Carmine Castaldo | 7. Cristina Salas      | 10. Panosyan, Tamara  |
| 2. Cay Ledesma      | 5. Sarah Veliz      | 8. Pearl Chaolertyotin | 11. Cristine Saloomen |
| 3. Lise sondergaard | 6. Chis Rizzo       | 9. Markos, Chris       | 12.                   |

Item	Issue	Discussion/Task(s)
1.	<b>Status of actions plans / goals</b>	The committee looked at what new areas of safety (COVID19) protocols should be reviewed and discussed. The concerns parents and staff might have with regards to coming back to in-person learning.
2.	Official Goals	The committee looked at Data collected and started planning safety goals. Despite the fact that students have not been on campus for nearly a year, two Safety goals will be composed and will be monitored throughout the year. <del>The two goals will be monitored by different committee members</del>
3.	Safety Concerns Outside the Safety Plan	The members are always welcome to discuss other safety issues that are not specified in the plan. The additional items discussed will be added to the agenda.
4.	Planning dates for the year	Safety Team will meet as needed. The team members will set a date for the next meeting(s) if applicable.
5.	Open Forum	
6.		



## Comprehensive School Safety Plan

### **Step by Step**

#### **State law requires a safety process at schools**

The Education Code requires stakeholders at schools to annually engage in a “systematic” safety planning and develop comprehensive school safety plans each year.

#### **STEP ONE – ASSEMBLE YOUR TEAM**

##### **Step One Tools**

- Safety Planning Committee Roster
- CSSP Project Introduction
- Safety Team Agenda/Minutes
- Set up a folder on your desktop called “School Safety Plan” and keep all completed work in this folder.

The team must be your school site council or your school safety planning committee

- Safety planning committee is recommended since you can choose these members. Once you have selected the members, forward the CSSP Introduction to each. The committee must include at least:
  - School Administrator.
  - Parent with a student at the school.
  - Teacher at the school.
  - Classified employee working at the school.
- You should schedule three meetings and use the Safety Team Agenda/Minutes for each meeting. The project does not require monthly meetings and not every member must be at each meeting. In fact, many of the tasks can be assigned and gathered via email. Meeting should not take more the 45 minutes.
  - First meeting is in September or October to explain the process,
  - Second meeting is just before or after the semester break to develop safety goals for the upcoming year,
  - Third meeting is in January or February to share the plan publically and to “adopt” the plan,

#### **STEP TWO – GATHER AND ANALYZE DATA**



## Step Two tools

- All assessments found in “Assessments” Folder
- Existing Resources
- Task Log
- Desire Change Log

Gathering data is an essential part of the planning process as it helps establish “where we are now” so we can set up goals for “where we want to be.”

- Before the first meeting, use the “Task Log” to assign the various assessments.
  - You may find that you will use stakeholders that might not be on your committee for various tasks. That is ok. They are now members of your team.
- At your first meeting, you can explain the process and assign the tasks.
  - The turnaround time on assessments is generally two weeks. Some will be back much sooner, others may take a bit longer.
- “Existing Resources” is an important task because your eventual goals are supposed to be “reasonable” and specific to the “needs and resources” of your school.

Analyzing data will generally reveal your school is meeting safety expectations in most assessed policies, and not meeting the expectations in others. The “not meeting expectations” will show up in the “Areas of Desired Change” field of the assessments, along with other assessed factors.

Once all of the assessments have been returned, copy and paste “Areas of desired change” into the Desired Change log. (This is the only “word” document in the tool kit.)

## STEP THREE- DEVELOP SAFETY GOALS FOR THE UPCOMING SCHOOL YEAR

### Step Three tools



- Goal
- Safety Team Agenda/Minutes

This step involves a meeting of your safety planning committee. This meeting should be just before or after the semester break, depending on how far along the assessment are.

Using the gathered data (your areas of desired change log), establish at least two goal for the upcoming school year. Goals must be measurable, reasonable, and specific to the needs and resources of you school.

- Once goal is related to the “people” at your school. This speaks to the way students, staff, and visitors interact.
  - An example would be to reduce tardiness or office referrals by 5%
    - You gather the current number in the assessment so you know what a 5% reduction is.
- The second goal is related to the “place” or physical school site,
  - An example would be to reduce the number of dangerous traffic violations by 5%.

You can have as many goals as reasonable and you’re not waiting for the next school year to work on the goals. Remember, you are looking for a year to date improvement so the sooner you get started the more impact on the year to date numbers.

**THESE GOALS, AND THE SUPPOTING DOCUMENTS, ARE YOUR SCHOOL SAFETY PLAN FOR THE UPCOMING SCHOOL YEAR!**

## **STEP FOUR – SHARE & ADOPT THE PLAN**

### **Step Three tools**



- Safety Team Agenda Minutes
- Required notification letter.
- Notice of public meeting

Your school safety plan must be “adopted” by the school safety planning committee and approved by the District by March 1, of every year. Here are the steps for this process:

1. Get on the agenda for your PTA or other parent group meeting for January or February and ask for “Sharing school safety plan” to be the first thing on the agenda.
2. Schedule a meeting of your Safety Committee at the same time.
3. Send the “required notification letter” via email.
4. Share the plan. This should only involve discussing your goals and briefly how you developed them.

As soon as the plan has been shared, your committee should meet and “adopt the plan. This simply means your acknowledging you followed all of the required steps. This will be reflected on the agenda/minutes.

#### **STEP FIVE- SUBMIT THE PLAN FOR APPROVAL**

##### **Step Five tools**

- Cover Letter
- Table of Contents

Each District will have a process for how they would like the plans to be organized and submitted. You will be instructed on that process.

#### **MISC**

Keep in mind that this process works for all safety related concerns. If/when a safety concern is brought to the school’s attention (other than an immediate danger), initiate the process.

- Gather data to assess if the matter an actual campus concern or more of an individual issue for the person who brought it to your attention.
- Review current policies/procedures which address the concern to be sure the school is meeting the expectations.
- If changes are necessary, develop move forward goals that are reasonable and specific to the needs and resources of your school.





Comprehensive School Safety Plan

**SYSTEMATIC PLANNING PROCESS - DATA GATHERING ASSIGNMENTS**

This form is used by the principal or designated administrator to keep track of the data gathering assignments as part of the required "systematic planning process." Put the name next to the data gathering task. If the title column says "ADMIN," it's recommended that this task only be assigned to administrator. If the title is in parenthesis, it is recommended (not required) these members of you team gather this data. This form will be added to your comprehensive school safety plan under the category of "Miscellaneous Documents."

<b>DATA</b>	<b>TASKED</b>	<b>TITLE</b>
CHILD ABUSE REPORTING PROCEDURES	APs	ADMIN
ANTI HARASSMENT/DISCRIMINATION PROCEDURES	APs	ADMIN
ANTI BULLYING PROCEDURES	APs	ADMIN
TACTICAL RESPONSE PLAN	APs	ADMIN
PROCEDURES FOR HAZ-MAT SPILL	APs	ADMIN
SUSPENSION/EXPULSION PROCEDURES	APs	ADMIN
SCHOOL DISPLINE PROCEDURES	APs	ADMIN
NOTIFY TEACHERS OF DANGEROUS STUDENTS	APs	ADMIN
CAMPUS CRIME ASSESSMENT	APs/TS	(ADMIN/TEACHER)
DISATER PREP - GENERAL	Cristina Salas	(CLASSIFIED)
DISASTER PREP- INCIDENT COMMAND	Gary Villeges	(ADMIN/CLASSIFIED)
DISASTER PREP - MED TEAM	Jessamyn Dodd	(MED TEAM LEADER)
DISASTER PREP - SEARCH & RESCUE	Cay Ledesma	(S&R TEAM LEADER)
DRESS CODE -- "GANG ATTIRE"	Chris Rizzo	(TEACHER)
SAFE INGRESS/EGRESS TRAFFIC	Christine Saloomen	(PARENT)
SAFE INGRESS/EGRESS BUILDING	Christine Saloomen	(PARENT/CLASSIFIED)
SAFE INGRESS/EGRESS VISTORS	Lise Sondergaard	(ADMIN/TEACHER)
PROCEDURES FOR A SAFE ENVIRONMENT	Tamara Panosyan	(PARENT/TEACHER)
EXISTING RESOURCES	Nare Hakobyan	(PARENT/TEACHER)



Comprehensive School Safety Plan

**NOTICE OF PUBLIC MEETING**

**ADOPTION OF COMPREHENSIVE SCHOOL SAFETY PLAN**

Stakeholders at our school engaged in a systematic planning process recommended in state law and developed safety goals that are specific to the needs and resources of our school.

These goals, as well as supporting documents were shared at a public meeting. Persons required by law to be invited in writing to the meeting were so invited.

After the meeting, our School Safety Planning Committee adopted the plan as presented. (See Safety Planning Committee Agenda/Minutes). The plan was then forwarded to the District for approval. The plan is available for review by making an appointment with the Principal.

**DATE OF PUBLIC MEETING**  **10-6-21**

**10-6-21**

**DATE PLAN WAS ADOPTED BY SCHOOL SAFETY PLANNING COMMITTEE**



## Comprehensive School Safety Plan

### **DESIRED CHANGE LOG**

This form is for the purpose of documenting desired changes revealed through the systematic planning process. When assessments are returned, copy and paste the desired change, if any, under the appropriate heading. If there is no change, write "none." Once this form has been completed, share it with your team and be prepared for your committee meeting to prioritize changes and develop goals that are measurable, reasonable, and specific to the needs and resources of your school. Your "resource list" will be an important reference when developing goals.

#### **BULLYING ASSESSMENT**

- Continue with Tier III PBIS implementation to continue to create positive and supportive school culture for all students.
- Continue to reinforce positive behavior by giving students PBIS rewards and acknowledging at SOTM virtual monthly breakfast
- Analyze Panorama and CA HKS surveys data and create an action plan for students who do not feel connected to school

#### **CHILD ABUSE REPORTING PROCEDURES**

All staff is trained.

#### **DISASTER PROCEDURES – IC**

All staff needs to be trained or re-trained on first responder strategies and their actions, as well as incident command duties.

#### **DISASTER PROCEDURES – GENERAL**

The procedure is in place to check all classrooms for safety and non-structural dangers at the beginning of school year. Teachers notify the office if they see any potential danger in class or at school. The staff will need to be more vigilant to recognize any potential dangers.

#### **DISASTER PROCEDURES – MED**

Some members of the team expressed their desire to have CPR training and be trained how to transport the injured to a secure area. Installation of additional security cameras will be a huge plus/help in an emergency situation, as well as in the day to day operation of our school site.

#### **DISASTER PROCEDURES – SEARCH AND RESCUE**

The following trainings are highly desirable for the staff:

CPR Training, First Responder Training, Transport and Injury Care Training, and Hazard training.

#### **DRESS CODE- GANG RELATED ATTIRE**

The staff and administration will continue to monitor students' dress code and reinforce gang-free and appropriate attire (the one that is described/mentioned in the student handbook).



## **HARASSMENT/DISCRIMINATION PROCEDURES**

Make sure that ALL staff members are trained, including all new teachers. All staff members are required to complete their training by October 1, 2021.

## **HAZ-MAT RESPONSE PROCEDURES**

Continue with Shelter in place drill. Make sure all staff members and students know how to behave/act in case of Haz-Mat.

## **INGRESS/EGRESS – BUILDING**

Our Safety plan was reviewed for location points, evacuation procedures. The information was shared with staff.

## **INGRESS/EGRESS- TRAFFIC**

Mornings and after-school traffic are the most dangerous. We try to have enough staff outside, including the security guards and crossing guards to monitor the traffic, parking, students crossing the street.

## **INGRESS/EGRESS – VISITORS**

The school has clear procedures for visitors entering and exiting the building. All visitors sign in and out; have their visitor badge before they enter the building.

### **COVID19 changes:**

- temperature checks (automatic and laser pointed devices) at every entry location. (Beginning of school).
- specific “traffic flow” patterns have been identified with appropriate signage to indicate direction of travel in an effort to minimize physical interaction.
- Three entry and three exit locations have been identified
- Only one point of entry is available for entry after 8:30, to ensure that only authorized personnel enters the school site.
- All staff and visitors entering the site must have their temperature checked, wear a facial covering, and sign in at the office before proceeding to their destination on campus.
- Students and staff are required to follow health screening protocols (Ruvna) to verify daily health status. (Temperature check requirements were eased as temperature question was asked in the Ruvna daily questions).

## **PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS STUDENTS**

Administration and counselors notify teachers of such students. All teachers have access to the Q data.

**SCHOOL DISCIPLINE PROCEDURES:** There is more consistency in reporting the incidents amongst staff. Teachers used progressive discipline steps to address any misbehavior. PBIS and Restorative practices are in place to build the social capital within students to build desired behaviors in and out the classroom and decrease non-desired behaviors. The Leader in Me program will be in pilot mode to help address behavior and culture barriers identified as concerns.

## **SUSPENSION/EXPULSION PROCEDURES:**

### **Behavior**

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- Administrative Meeting Notes
- Atmpt/Partcpt Hate Violence (.3)
- Bullying (r)
- Cause/Atmpt Property Damage (f)



Cause/Threat Phys Injury (a1)  
Cell Phone/Pager  
Cheating  
Class Nonparticipation  
Defy Schl Authority/Disruption (  
Dishonest Act  
Dress Code Violation  
Electronic Devices  
Force/Violence on Others (a2)  
Gum/Candy/Soda  
Harass/Threat Pupil Witness (o)  
Hazing (q)  
Intervention  
Miscellaneous/Misconduct  
Miscellaneous/Unapproved Items  
No-Show Detention  
Obsc Act/Profanity/Vulgarity (i)  
Off Campus  
PBIS Infraction  
Pos/Sold Firearm/Dngr Obj (b)  
Pos/Use Nic/Vape Products (h)1  
Pos/Use Nicotine Products (h)  
Poss/Sell Drug Paraphernalia (j)  
Possess an Imitation Firearm (m)  
SART meeting held  
Stole/Atmpt to Steal Prprty (g)  
Student Contract  
Tardiness  
TerroristThreat Staff/Prop (.7)  
Truant/Day  
Truant/Period  
Vandalism

**TACTICAL RESPONSE PROCEDURES:** Our school has evacuation practices/drills, so students and staff are aware of the evacuation areas and procedures. Staff is assigned to specific teams to respond to given need.



Comprehensive Safe School Plan

**GOAL & ACTION PLAN(S)**

After actively engaging in the systematic safety planning process, stakeholders at our school developed the following safety related goal for the upcoming school year.

**GOAL** General

The law requires at least one "people" goal (related to the schools culture and social climate) and one "place" goal (related to the physical campus). A goal should be measurable and reasonable to the needs and resources of the school.

Based on the Panorama survey, students perceive their own social emotional skills at 50% for Sense of Belonging, which impacts their ability to find success in the classroom. Wilson Middle School will offer staff the opportunity to conduct restorative practice circles to help support and improve students' overall social emotional skills. A classroom has been designated for staff to perform restorative practice circles with their students. The room can be reserved for a day/period(s) as needed.  
 Unfortunately, due to COVID19, teachers make every effort to minimize the amount of movement within classroom and the restorative circle practices room may not be used to its full extent.

**ACTION PLAN(S)**

Action plan(s) assign specific tasks in support of the goal to specific people with a time frame.

TASK	PERSON(S) REPOSNSIBLE	DUE DATE
The staff will be offered additiional training when safe to do so in person.	Lise Sondergaard	N/A

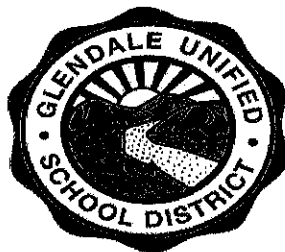


Comprehensive School Safety Plan

**SAFETY PLANNING COMMITTEE ROSTER**

In compliance with state law, stake-holders at our school engaged in a systematic planning process and developed safety related goals for the upcoming school year. These goals are specific to our school and reasonable based on our needs and resources. The members of our team are listed here.

NAME	TITLE
Dr. Narek Kassabian	Principal
Cay Ledesma	Assistant Principal
Lise Sondergaard	Assistant Principal
Nare Hakobyan	Teacher Specialist
Sarah Veliz	Counselor
Chris Rizzo	Teacher
Pearl Chaolertyotin	SPED Teacher
Tamara Panosyan	Teacher
Chris Markos	Teacher
Cristina Salas	Clerk
Cristine Saloomen	Parent/Clerk



Comprehensive Safe School Plan

**BULLYING PROCEDURES**

This assessment to be completed by an administrator.

**ASSESSED BY:** Cay Ledesma

**DATE:** 10/27/21

The purpose of this assessment to assure all staff are sufficiently trained and to consider trends.

**WAS THE CURRENT POLICY REVIEWED?**

If no, explain why not in desired changes.

Yes

**ARE ALL STAFF MEMBERS UP TO DATE ON TRAINING?**

Yes

**WHAT IS THE YEAR TO DATE DIFFERENCE IN BULLYING REPORTS?**

Use a "+" if there was an increase and a "-" for decrease.

-

**AREA(S) OF DESIRED CHANGE**

Based on this assessment, what, if anything, can we do within our resources to improve?

Continue implementing Tier III PBIS and reinforce positive behavior via PBIS rewards  
Encourage students to say something when they see something  
Compare the results of the Panorama/Healthy Kids surveys and create an action plan  
Establish rapport with GDP  
Leader in Me Program  
Friendship Club  
Anti-bullying club  
Bullying Assessment Form  
Due to distance learning, data is not currently an accurate reflection of behavior incidents as student have been at home for nearly a year.



Philosophy - Goals - Objectives and Comprehensive Plans

Comprehensive Safety Plan

The Board of Education 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.

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The school safety plans shall be reviewed and updated annually by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

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. (Education Code 32281)

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Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

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)

Legal Reference: Education Code, Sections 200-262.4; 32260-32262; 32270; 32280-32289;  
32290; 35147; 35183; 35291; 35291.5; 41020; 48900-48927; 48950;  
49079; 67381  
Government Code, Section 54957  
Penal Code, Sections 422.55; 626.8; 11164-11174.3  
California Constitution, Article 1, Section 28(c)  
Code of Regulations, Title 5 Sections 11987-11987.7; 11992-11993  
United States Code, Title 20 Sections 7111-7122; 7912  
United States Code, Title 42 Sections 12101-12213

Policy Adopted: 09/10/2002  
Policy Amended: 04/17/2018; 03/12/2019

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Comprehensive Safety Plan

A. Development of Comprehensive School Safety Plan

The District representative or the site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive school safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

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

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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

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

B. Content of the Safety Plan

1. Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

2. The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)
  - a. Child abuse reporting procedures consistent with Penal Code 11164.
  - b. Routine and emergency disaster procedures including, but not limited to:
    - i. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.
    - ii. An earthquake emergency procedure system in accordance with Education Code 32282.

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- iii. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
- c. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
- e. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.
- f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel."
- g. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school.
- h. A safe and orderly environment conducive to learning at the school.
- i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.
- j. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

Among the strategies for providing a safe environment, the school safety plan may also include:

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Comprehensive Safety Plan

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations.
3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multicultural education, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning and education related to the prevention of dating violence.
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol, which shall reflect expectations for drug-free schools and support for recovering students.
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
7. District policy related to possession of firearms and ammunition on school grounds.
8. Measures to prevent or minimize the influence of gangs on campus.
9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.
10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, installing surveillance systems, securing the

Philosophy - Goals - Objectives and Comprehensive Plans

Comprehensive Safety Plan

campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus.

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
  - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
  - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
  - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
12. Strategies for suicide prevention and intervention.
13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
14. Crisis prevention and intervention strategies, which may include the following:
  - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate.
  - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s).

Philosophy - Goals - Objectives and Comprehensive Plans

Comprehensive Safety Plan

- c. Assignment of staff members responsible for each identified task and procedure.
  - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan.
  - e. Coordination of communication to schools, Board members, parents/guardians and the media.
  - f. Development of a method for the reporting of violent incidents.
  - g. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling.
15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

Rules Approved: 09/10/2002  
Rules Revised: 11/03/2010; 04/27/2018; 05/31/2019



Students

Bullying

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate.

Students

Bullying

2. Providing to students, through student handbooks and other age-appropriate means, information about District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.
5. Annually notifying District employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the District and its employees to prevent discrimination, harassment, intimidation, and bullying of District students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassing behavior.
4. Take immediate corrective action when bullying is observed.

Students

Bullying

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Student Instruction

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The District shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such

Students

Bullying

observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the District compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement.

Rules Approved: 05/24/2019

Date: \_\_\_\_\_

## Bullying Assessment

Name of victim: \_\_\_\_\_ Name of reporter: \_\_\_\_\_

### 1. Interview all students involved in the incident (attach notes):

#### Victim Interview:

1. What happened between you two?
2. How did it start?
3. Did you tell him/her to stop?
4. Is there anything you did that might have contributed to this happening?

#### Accused Student Interview (Name: \_\_\_\_\_):

1. What happened between you two?
2. How did it start?
3. Did he/she tell you to stop?

#### Witness Interview (Name: \_\_\_\_\_):

1. What did you see?
2. What did you hear?

#### Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?

YES →

#### Contact the police.

Let them investigate and decide whether a crime has occurred.

#### Notify parents.

Let parents of the victim know that you have contacted the police.

NO ↓

#### A. Was there aggression?

Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

NO →

#### B. Was there dominance?

Was the aggressor stronger or dominant over the other? Was one side outnumbered?

NO →

#### C. Was there persistence?

Was there more than one incident or did the aggressor fail to stop when asked?

NO →

#### Not bullying

Consider another infraction.  
(Could be bullying if behavior continues)

↓ If YES to A, B, or C:

#### Respond to bullying.

1. Discipline aggressor for bullying, based on the seriousness and persistence of the behavior.
2. Educate and counsel all students, including bystanders, about bullying.
3. Encourage the aggressor to apologize and promise not to do it again.
4. Ask all students, "What could you do that would keep this from happening again?"
5. Ask all students, "Would you let me know if anything like this happens again?"
6. Monitor and follow-up to make sure that bullying does not recur.

Site Administrator signature: \_\_\_\_\_

## Glendale Unified School District 5131

### A. BULLYING PREVENTION

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-worth development, resiliency, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

### B. INTERVENTION

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### C. COMPLAINTS AND INVESTIGATION

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### D. DISCIPLINE

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

In accordance with Education Code sections 32261 and 48900, any student in grades 4-12 inclusive, who participates in an act of bullying, while on school grounds, during or while traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus, is subject to the District's rules and policies that govern student discipline.

Consequences for acts of bullying may include suspension from school or expulsion from the school district. The District has the authority to monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.

The District has the authority to discipline a student for off-campus conduct when an act of bullying causes, or is foreseeably likely to cause, a substantial disruption to school activities or to the school attendance, educational performance, physical or mental health or safety the targeted student.



Comprehensive Safe School Plan

**CAMPUS CRIME ASSESSMENT**

This assessment to be completed by a school administrator.

**ASSESSED BY:**  **DATE:**

The purpose of this assessment to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school related functions. Consult with local law enforcement to be certain all relevant information is gathered. This would include a list of high traffic collision intersections near the school.

**NUMBER OF CRIMES REPORTED ON CAMPUS OR AT SCHOOL EVENTS.**

These numbers are year to date and will come from your local law enforcement agency but you should also account for crimes that might not have been reported to the police such as significant vandalism or reported thefts.

**TYPE OF CRIMES**

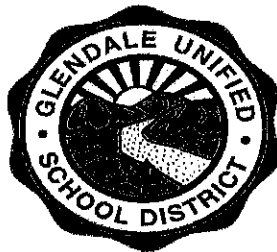
Avoid using code sections. For example, enter vandalism instead of 594 PC.

Type	How Many	Type	How Many

**AREA(S) OF DESIRED CHANGE**

Based on this assessment, what, if anything, can we do within our resources to better to prevent criminal activity and/or keep the school community better informed of crime trends?

Due to COVID and Distance learning, students have recently returned to in-person learning and no campus crime has been reported to date.



Comprehensive Safe School Plan

**CHILD ABUSE REPORTING**

This assessment to be completed by the school principal.

**ASSESSED BY:** Narek Kassabian

**DATE:** 10/6/21

The purpose of this assessment to assure all staff are trained to state mandates and to consider trends.

**ARE ALL STAFF MEMBERS UP TO DATE ON MANDATED TRAINING?**

Yes

**ARE REQUIRED FORMS EASILY ACCESSABLE?**

Yes

**IN THE LAST YEAR HAS THERE BEEN A NOTICABLE INCREASE IN KNOWN CHILD ABUSE CASES?**

No

**AREA(S) OF DESIRED CHANGE**

Based on this assessment, what, if anything, can we do within our resources to improve?

No changes needed at this time. Continue with the mandatory Child Abuse: Mandated Reporter Training for California (EDU). All staff must have completed the training by 10/1/21.



Students - Welfare

Child Abuse Prevention and Reporting

A. Definitions

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

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code Section 11165.1.
3. Neglect, as defined in Penal Code Section 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child, as defined in Penal Code Section 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code Section 11165.4.

"Child abuse or neglect" does not include:

1. A mutual affray between minors. (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

Students - Welfare

Child Abuse Prevention and Reporting

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor. (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches; administrators, and directors; administrators and employees of a licensed child day care facility; preschool teachers; District police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

B. Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Students - Welfare

Child Abuse Prevention and Reporting

C. Responsibility for Reporting

1. The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
2. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)
3. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
4. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

D. Reporting Procedures

1. Initial Telephone Report

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

Los Angeles County Department of Children and Family Services (DCFS)  
(800) 540-4000

Glendale Police Department  
(818) 548-4840

Los Angeles County Sheriff's Department - Crescenta Valley Station  
(818) 248-3464

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Child Abuse Prevention and Reporting

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

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

The Department of Justice form may be obtained from the District office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department. The report can also be filed online at <https://mandrepta.org/>.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

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

The mandated reporter may give to an investigator from an agency investigating

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Child Abuse Prevention and Reporting

the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

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

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

E. Training

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

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

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

Students -- Welfare

Child Abuse Prevention and Reporting

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

F. Victim Interviews by Social Services

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

G. Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of

Students - Welfare

Child Abuse Prevention and Reporting

suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

H. Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a District employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

I. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The District also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Students – Welfare

Child Abuse Prevention and Reporting

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

The Superintendent or designee also shall notify all employees that:

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

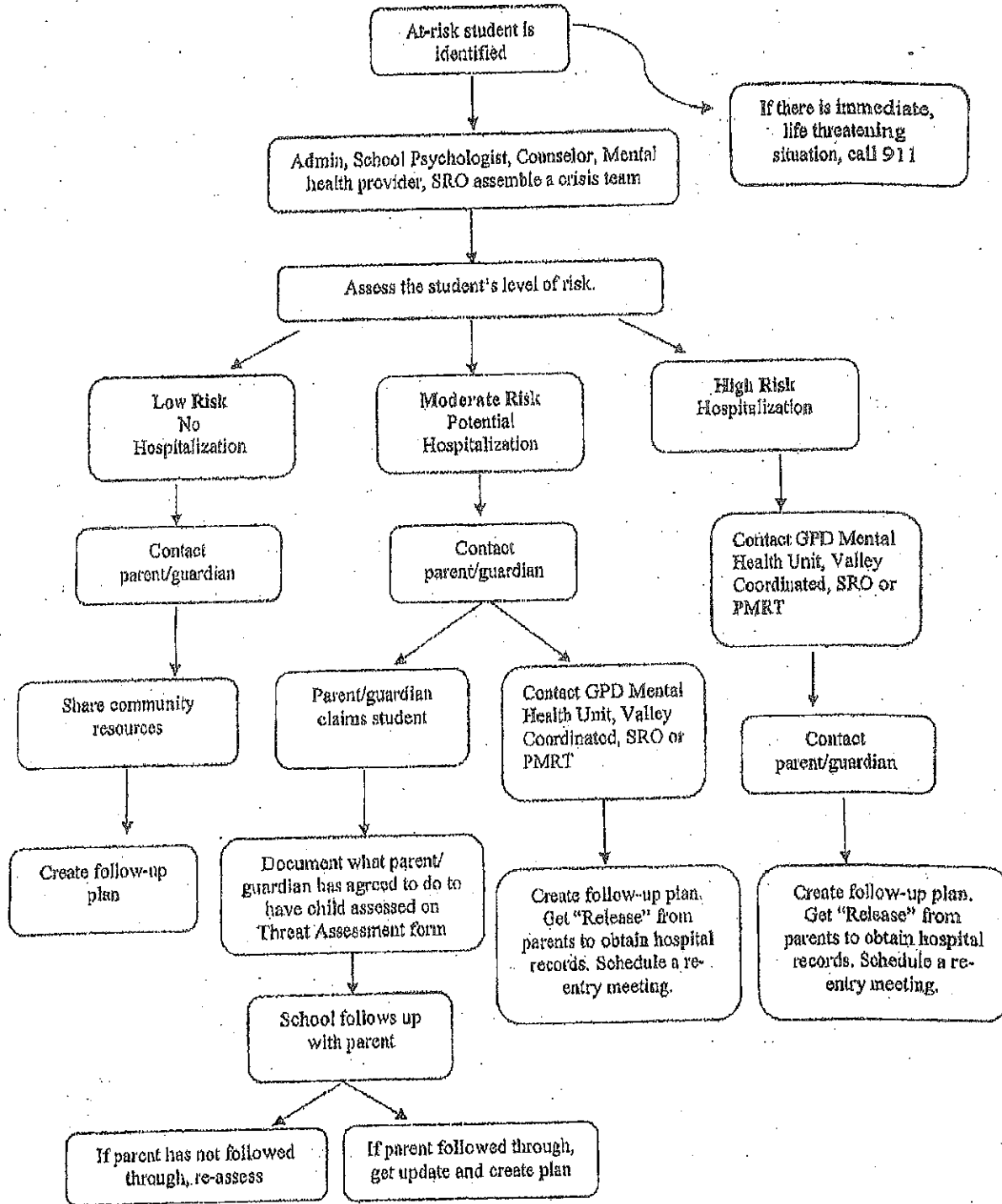
Rules Approved: 06/04/1985  
Rules Revised: 05/21/1996; 12/17/2002; 11/16/2010; 02/23/2018

Formerly AR 5430





SUICIDE & THREAT ASSESSMENT DECISION TREE



Note: Threat Assessment form should be completed for every assessment regardless of level of risk and emailed to Lilita Sepastian at the District office.



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GLENDALE UNIFIED SCHOOL DISTRICT

SUICIDE & THREAT ASSESSMENT COMMUNITY RESOURCES

GPD ask for Mental Health Unit (818) 548-3116  
Officer: Steve Koszlis 131 North Isabel Street  
Clinical Psychologist: Dr. Miranda Orquilla Glendale, CA 91206

*(Note: If Mental Health Unit is not available they will send out patrol)*

Valley Coordinated Children's Services (818) 708-4500  
M-F 8:00am - 5:00pm 19321 Victory Blvd.  
Reseda, CA 91335

*\*Can help determine need for hospitalization through a phone assessment. If they determine there's a need for hospitalization they will contact PMRT.\**

LA County Dept. of Mental Health (818) 832-2410  
(PMRT) 24 hours access 10605 Balboa Blvd., # 100  
Granada Hills, CA 91344

CV Sheriff Station (818) 248-3464  
4554 Briggs Avenue  
La Crescenta, CA 91214

LA Department of Mental Health (800) 854-7771  
\* Before 8:00am and after 5:00pm  
\* If referring a student over 18



## GLENDALE UNIFIED SCHOOL DISTRICT

### CRISIS HOTLINES

#### National Suicide Prevention Lifeline

(800) 273-8255

A 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

#### Suicide Prevention Crisis Line

(877) 727-4747

A 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

#### Didi Hirsch Suicide Prevention Center

(877) 727-4747

Caring counselors are available 24/7

#### California Youth Crisis Line

(800) 843-5200

A 24-hour hotline, bilingual

#### Trevor Project

(866) 4-U-TREVOR

24 hour hotline- Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit [www.thetrevorproject.org](http://www.thetrevorproject.org) for more information.

#### Teen Line (6PM - 10PM)

(800) 852-8336

A teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit <http://teenlineonline.org> for more information.

Note: Consider having the student take a picture of these hotlines with their cell phone for accessibility

Revised 11/2018

Burbank Unified School District  
1900 W. Olive Avenue  
Burbank CA 91506  
Attn: Special Education

**Foothill Special Education Local Plan Area**  
 Glendale Unified School District  
223 N. Jackson Street  
Glendale CA 91206  
Attn: Special Education

La Cañada Unified School District  
5039 Palm Drive  
La Cañada CA 91101  
Attn: Special Education

Foothill SELPA  
1700 E. Mountain Street  
Glendale CA 91207

### AUTHORIZATION TO DISCLOSE OR RECEIVE INFORMATION\*

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

I hereby authorize disclosure of records and information for the student named above between:

GUSD \_\_\_\_\_ and \_\_\_\_\_  
School/Department \_\_\_\_\_ Agency/Service Provider \_\_\_\_\_  
223 North Jackson \_\_\_\_\_  
Address \_\_\_\_\_ Address \_\_\_\_\_  
Glendale, CA 91206 \_\_\_\_\_

This authorizes provider to furnish records and information pertaining to medical, mental or physical condition, services and/ or treatment rendered. Disclosure shall be limited to the following:

- Diagnosis
- Discharge Summary
- IEP
- Medical Records
- Mental Health/ Behavioral Reports
- Results of District Assessments
- Speech/ Language Information
- Other \_\_\_\_\_

The requester may use the records and type of information authorized only for the following purposes:

- Educational Planning
- Other \_\_\_\_\_

I understand that requester may not further use or disclose the information unless another authorization is obtained from me or unless such use or disclosure is specifically required or permitted by law.

This authorization shall become effective immediately and shall remain in effect for one calendar year.

I have received a copy of this authorization for my records. A copy of this authorization is as valid as the original.

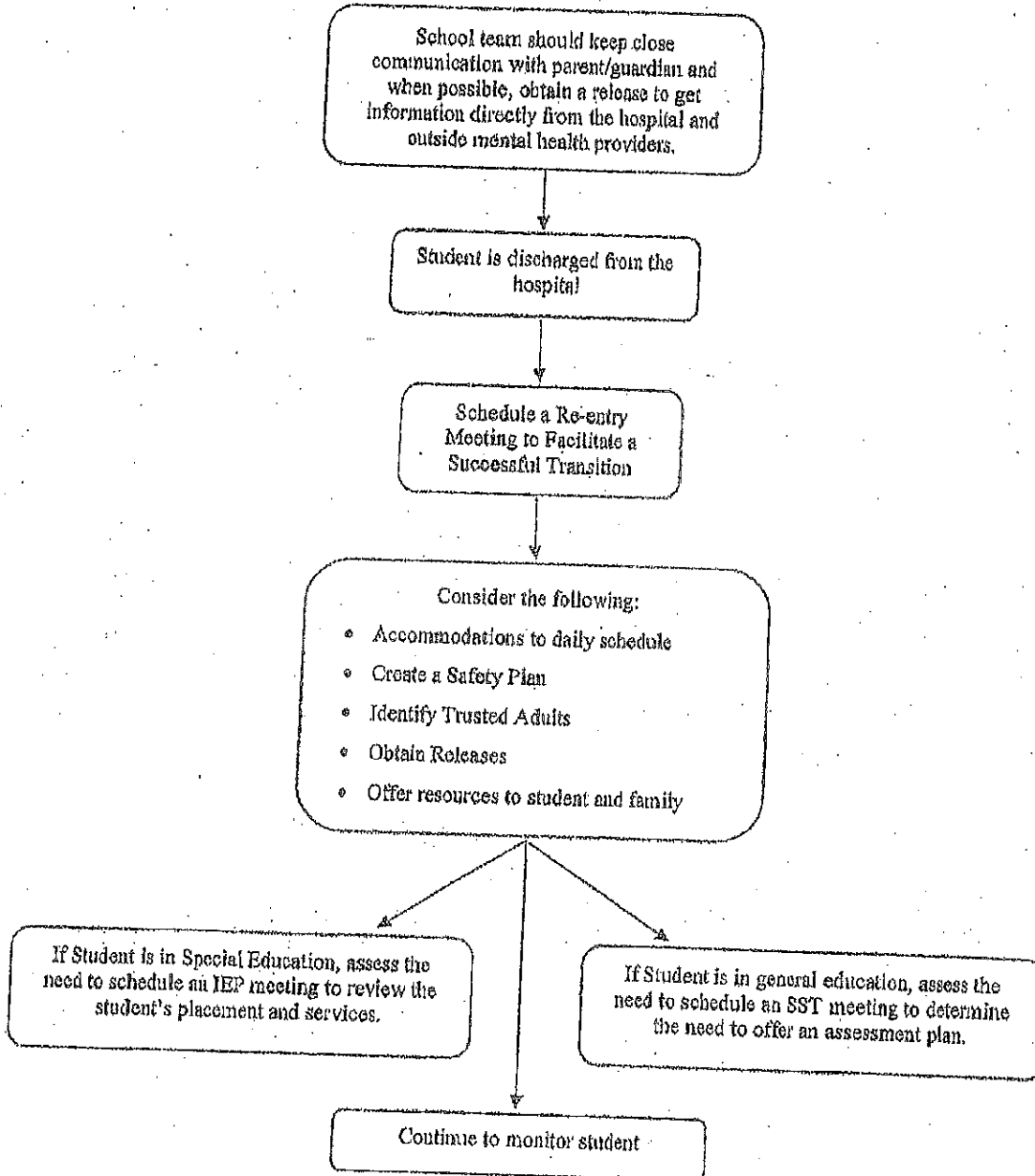
Signature of Parent/ Guardian/ Legal Representative \_\_\_\_\_ Relationship \_\_\_\_\_ Date \_\_\_\_\_  
Signature of Pupil/ Patient (when applicable) \_\_\_\_\_ Date \_\_\_\_\_  
Person securing Authorization \_\_\_\_\_ Date \_\_\_\_\_

\*This authorization is in compliance with the terms of the Family Education Rights and Privacy Act and the Confidentiality of Medical Information Act of 1981, Section 56, et. seq., California Civil Code.



# GLENDALE UNIFIED SCHOOL DISTRICT

## RE-ENTRY PROCEDURES





GLENDALE UNIFIED SCHOOL DISTRICT

RE-ENTRY PLAN

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ DOB \_\_\_\_\_

NAME OF HOSPITAL/TREATMENT CENTER STUDENT WAS DISCHARGED FROM:
DURATION OF STAY: (ENTRY AND DISCHARGE DATES)
DISCHARGE DIAGNOSES:
DISCHARGE RECOMMENDATIONS (ATTACH DISCHARGE SUMMARY IF AVAILABLE):
CONTACT PERSON AT THE HOSPITAL OR TREATMENT CENTER (PLEASE SIGN RELEASE):

MEDICATION INFORMATION

Medication	Dosage	Prescribed By

PLEASE LIST POTENTIAL SIDE EFFECTS OF MEDICATION(S) THAT MAY AFFECT THE STUDENT AT SCHOOL:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CURRENT MENTAL HEALTH SUPPORTS IN PLACE:**

Name	Title	Contact Information	Frequency of Services

**I WOULD LIKE MY TEACHERS TO KNOW:**

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**SCHOOL TEAM WILL SUPPORT THE STUDENT'S RE-ENTRY BY TAKING THE FOLLOWING STEPS:**

**TEAM MEMBERS PRESENT AT THE MEETING:**

<i>Signature</i>	<i>Title/Position</i>	<i>Date</i>
<i>Signature</i>	<i>Title/Position</i>	<i>Date</i>
<i>Signature</i>	<i>Title/Position</i>	<i>Date</i>
<i>Signature</i>	<i>Title/Position</i>	<i>Date</i>



GLENDALE UNIFIED SCHOOL DISTRICT

SUICIDE RISK ASSESSMENT CHECKLIST

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_

School: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

Interviewer (1): \_\_\_\_\_ Interviewer (2): \_\_\_\_\_

Referred By: \_\_\_\_\_

Directions: The school administrator or school designee (a person close to the student) should complete this checklist. The questions are meant to help guide a discussion (no scores are to be calculated) with the crisis team to help determine level of threat. Questions should not be read to the student but should be completed conversationally while assessing the student.

- 1. Is the student thinking of suicide now? Yes No
2. Has the student communicated (direct or indirect) ideas of intent to harm or kill self? Yes No
3. Does the student have a plan to harm/kill themselves now? Yes No
4. Does the student have the means to execute this plan? Yes No
5. Does the student have a prior history of attempts? Yes No
6. Has the student demonstrated any changes in mood or behavior in the past year? Yes No
7. Has the student demonstrated recent sudden changes in mood/behavior? Yes No
8. Has the student lost a loved one or pet? Yes No
9. Has the student had a recent relational breakup? Yes No
10. Has the student experienced trauma? (break up, parent divorce, death, etc.) Yes No
11. Has the student been a victim of harassment or bullying? Yes No
12. Does the student have a history of a mental disorder (depression, anxiety, Psychosis)? Yes No
13. Does the student have a history of alcohol/substance use or abuse? Yes No
14. Is the student a member of a vulnerable group (homeless, foster, LGBTQ, Special Ed.)? Yes No
15. Does the student have history of psychiatric hospitalization? Yes No Unknown
16. Is the student taking any current psychiatric medication? Yes No Unknown
17. Does the student have history of psychotropic medication use? Yes No Unknown



**Protective Factors**

- 1. Does the student have a supportive family? Yes  No
- 2. Does the student have a sense of purpose or vision of his/her future? Yes  No
- 3. Does the student have good coping skills? Yes  No
- 4. Does the student have a peer support group or school connections? Yes  No
- 5. Is the student responsible for a job, pet or younger sibling? Yes  No
- 6. Is the student a school athlete? Yes  No
- 7. Does the student have religious or cultural beliefs that discourage self-harm? Yes  No

**Briefly describe the incident that led to the suicide risk assessment:**

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**Assessment results:**

- **Low risk.** Suicidal thoughts of limited frequency, intensity and duration. No plans or intent, mild dysphoria (a state of unease or generalized dissatisfaction with life), no prior attempts, good self-control (i.e., subjective or objective) few risk factors, identifiable protective factors.
- **Moderate Risk.** Frequent suicidal thoughts with limited intensity and duration, some plans but no intent (or some intent but no plans), limited dysphoria, some risk factors present, but also some protective factors.
- **High Risk.** Frequent, intense enduring suicidal thoughts and clear intent, specific/well thought out plans, access/available method, denies social support and sees no hope for future, impaired self-control, severe dysphoria, previous attempts, many risk factors and no protective factors.



GLENDALE UNIFIED SCHOOL DISTRICT

GLENDALE UNIFIED SCHOOL DISTRICT  
SUICIDE/THREAT ASSESSMENT REPORT FORM

NAME OF STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

TODAY'S DATE: \_\_\_\_\_ DATE OF INCIDENT: \_\_\_\_\_ TIME OF INCIDENT: \_\_\_\_\_

General Education     504 Plan     IEP    Prior Threat Assessment     Yes     No

DESCRIPTION OF INCIDENT:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Threat to Self                       Threat to Others

ACTIONS TAKEN:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DETERMINED LEVEL OF THREAT:     LOW                       MODERATE                       HIGH

RESOLUTION: \_\_\_\_\_

CRISIS TEAM MEMBER NAME	TITLE

Student Released To: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Staff Member Identified for Follow-Up: \_\_\_\_\_

\*Note: Regardless of the level of threat, this document needs to be emailed to [lsepanian@gusd.net](mailto:lsepanian@gusd.net) upon completion.



GLENDALE UNIFIED SCHOOL DISTRICT

SCHOOL VIOLENCE/THREAT ASSESSMENT CHECKLIST

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_

School: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

Interviewer (1): \_\_\_\_\_ Interviewer (2): \_\_\_\_\_

Referred By: \_\_\_\_\_

Directions: The school administrator or school designee (a person close to the student) should complete this checklist. The questions are meant to help guide a discussion (no scores are to be calculated) with the crisis team to help determine level of threat. Questions should not be read to the student but should be completed conversationally while assessing the student. Two people should interview the student together. The central question of a threat assessment is whether a student poses a threat, not whether the student made a threat.

1. Does the student have a motive or feel justified in carrying out an act of violence? Yes  No
2. Has the student communicated (direct, written or electronic) ideas of intent to harm? Yes  No
3. Does the student have a plan to harm now? Yes  No
4. Does the student have the capacity to execute this plan (physical ability, has weapon)? Yes  No
5. Has the student bought any weapon (direct, on line, etc.)? Yes  No
6. Does the student have a prior history engaging in attack related behaviors? Yes  No
7. Does the student present with history of anger outburst, assaultive behaviors? Yes  No
8. Does the student have an interest in terrorism, mass murder, or war? Yes  No
9. Has the student demonstrated recent sudden changes in mood/behavior? Yes  No
10. Is the student experiencing hopelessness, desperation or despair? Yes  No
11. Has the student had a recent relational breakup or trauma? Yes  No
12. Does the student view violence as an acceptable solution to solve a problem? Yes  No
13. Has the student been a victim of harassment or bullying? Yes  No
14. Does the student have a history of a mental disorder (depression, psychosis)? Yes  No
15. Does the student have a history of alcohol/substance use or abuse? Yes  No
16. Has the student generated the concern of others in your school? Friends? Teachers? Yes  No
17. Has the student talked about his plans/thoughts of harm with others? Yes  No

18. Does the student have a history of psychiatric hospitalization?

Yes  No

19. Does the student have a history or current psychotropic medication use?

Yes  No

**Protective Factors**

1. Does the student have a supportive family, peers, religious or community membership?

Yes  No

2. Does the student respect rules?

Yes  No

3. Does the student have good problem solving skills and desire a positive resolution?

Yes  No

**Briefly describe the incident that led to the school violence/threat assessment:**

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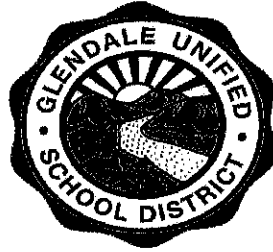
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**Assessment results:**

- **Low risk.** Student does not pose an imminent danger. Threat is vague and indirect, identifiable protective factors are present.
- **Moderate Risk.** Student may pose imminent danger to others. The threat suggests that the student has given some thought to how the act will be carried out, has some protective factors.
- **High Risk.** Poses an imminent danger to self and others with a viable plan to do harm. Threat is direct, specific and plausible and suggests concrete steps have been taken toward carrying it out. No protective factors are present.



Comprehensive Safe School Plan

**DISASTER PROCEDURES – INCIDENT COMMAND**

This assessment to be completed by a school administrator.

**ASSESSED BY:**  **DATE:**

The purpose of this assessment to assure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring a Command Post.

**DO THE IC & ALTERNATE IC HAVE BASELINE SEMS/NIMS TRAINING?**   
<https://training.fema.gov/emiweb/is/icsresource/trainingmaterials.htm#item1>

**DOES THE SCHOOL OR DISTRICT HAVE A LIST OF IC SUPPLIES/FORMS?**   
If no, add creating a list to your desired changes. If yes, answer the next question.

**ARE ALL REQUIRED IC SUPPLIES AND FORMS IN PLACE AND SERVICEABLE?**

**AREA(S) OF DESIRED CHANGE**  
Based on this assessment, what, if anything, can we do within our resources to improve readiness?

Re-evaluate disaster plan and responsibilities every year, prior to the opening of the school year, to modify the plan to possible staff member changes.

Glendale Unified School District  
Roosevelt Middle School  
**Campus Incident Command 2021-2022**

**Site Incident Commander/Operations**

Narek Kassabain  
Cay Ledesma  
Lise Sondergaard

**Planning/Intelligence**

Narek Kassabian  
Cay Ledesma  
Marie Azizi (Lead Recorder)  
Marie Casillas (Recorder )

**Situation Analysis**

Timmie Gould  
Joel Dela Resma

**Safety / Public Information**

Lise Sondergaard  
Cay Ledesma

**Rescue & Search (Teams may be assigned to additional duties.)**

Team 1	Team 2	Team 3	Team 4
<b>1000 Building-Downstairs/office area</b>	<b>1000 Building - Upstairs</b>	<b>2000, 4000, and cafeteria Buildings</b>	<b>3000 &amp; P.E. Buildings-Gym, lockers, etc.</b>
Chris Markos	Anthony DeLaRosa	Daniel Graziani	Gil Aviles
Gerald Ortiz	Hans Ludwig	Rebecca Southward	Chris Rizzo
Nana Barsegyan	Armine Akopyan	Scott Peterson	Christina Herington

**First Aid-Medical**

Jessamyn Dodd (Lead)

Sandy Fink (Alt)

Jessica Briggs

**Crisis Counseling**

Julienne Chu (Lead)

Sarah Veliz(Alt)

Angela Kazanchyan

**Student Request**

Christina Saloomen (Lead)

Gary Villegas (AIT)

Nare Hakobyan

Sarah Veliz

(Security) Staff As Needed

**Student Release**

Armine Davidian (Lead)

Cristina Salas (Alt)

Brenda Becerril

Jeanni Rosellen

(Security) Staff As Needed

**Student Supervision**

Gina Taylor (Lead)

Gagik Galfayan (Alt)

Rens DeBruijn (ALT)

Armineh Antonian

Armine Avakyan

Nancy Berger

Danny Barocio

Armena Andrianian

Veronica Chambers

Pearl Chaolertyotin

Julie Curry

Anush Elaryan

April Faieta

Lilia Gharibian

Virgina Grigori

Susan Giatti

Polly Jackson

Robin Lamoreaux

Heather Lapacka

J.D. Lomardi

Timothy Minning

Joan Nam

Karine Nersisyan

Tae Okuda

Chris Orris

Tamara Panosyan

Pete Regli

Bozena Stanczak

Linda Stuffer

Valerie Sutphin

Christina Thomas

Betsy Thompson

Morgan Wilson

Sona Yesayan

Courtney Chen

Karine Dzhbrayan

Annette Guzman

Veronica Ly

Joseph Ryan

**Mass Care Sheltering**

Members on this team may have primary responsibility elsewhere.

Cafeteria Staff

Timmie Gould

Joel Dela Resma

Other Staff As Needed

Maro Ovanesyan

Bavakan Avetisyan

Areknaz Grigoryan

Richard Castillo

Quincy Garvin

Salpie Oksanian

Carmen-Luz

Rania Jurdi

Gayanne Arakelyan, Alan Hencke,

Nehad

**Logistics**

**Radio Communications:**

Cay Ledesma  
Lise Sondergaard  
Marie Azizi

**Equipment & Supplies**

Joel Dela Resma (Lead)  
Timmie Gould  
Cay Ledesma,  
Custodians on site

**Personnel/Volunteers:**

Lise Sondergaard

**Updated 8/3/21**

Glendale USD General Lockdown Procedures for All Schools

A lockdown may be initiated by the local law enforcement (Glendale Police Department or Los Angeles County Sheriff), or the principal/designee when gunfire or the threat of violence is identified and it is necessary to shield students and staff or prevent the perpetrator(s) from entering any occupied campus area.

1. The principal/designee will initiate the Incident Command System (ICS) and become the School Incident Commander. Using the school intercom system direct students and staff to go into lockdown. Use clear language. Do not use codes, as they are not universally understood. Do not use the fire alarm, or other alarm/bell system, as these signal evacuation to students. The principal/designee will communicate to all staff/students what the suspicious activity is and that more information will be shared as it becomes available.

During a lockdown, teachers and students remain in classroom or secure area with all doors and windows locked until further instructions are given by their principal/designee or law enforcement.

All exterior entrances to the school are locked and no visitors other than law enforcement or other emergency personnel are allowed on campus.

2. Incident command staff member assigned to Planning/Intelligence section will:
  - Call law enforcement (###-####) to notify of action taken, request information regarding the incident, and request direct support from an officer.
  - Notify the Superintendent's office.
  - Prepare an emergency communication message for parents to be sent on (*electronic connect system*). This message must be approved by the school Incident Commander (IC). Once the message is approved by the IC, message should be sent out to all parents.
  - Open multiple lines of communication to the classrooms using school phones, email, cell phones, and/or radios.
3. Incident command staff member assigned to Operations section will:
  - If it is safe to do so, ensure that perimeter gates are secured and that all students, staff, and visitors are safely secure behind locked doors.
  - Turn off all bells/alarms.
  - Begin the process of accounting for all students and staff.

4. School Incident Commander will establish liaison law enforcement representative to establish Unified Command. Law enforcement will become the Unified Incident Commander and provide guidance to the School's IC about the level of threat to the school and possible modifications regarding the lockdown. After consultation with first responders, the School's IC may modify the lockdown procedures to include any of the following:

- Hold current position, with everyone inside a locked room with the lights off and the blinds down. No one moves or talks and phones are silenced. No one goes outside.
- Medications/services provided to students with special needs in locked rooms using force protection (a group of police officers working in unison to ensure the safety of the employee providing the medication/services).
- Main building(s) closed and secured with modified orders to a lockout. Students and staff may circulate inside the building, and may use the restrooms. All outbuildings, such as bungalows, still remain sealed. No one is to be moving outside on campus.
- One side of the campus/building exposed to threat; those affected move to a safer location on the campus. Everyone else holds in place. No one moves outside on the campus.
- Limit movement outside of classrooms. Conduct trips to the restrooms or other necessary locations only with special escort.
- Limit movement on campus. Only small groups under strict supervision can move to restroom, cafeteria, or other areas.
- Single classes only move from one location to another with strict directions and specific limitations.
- Order lockout for whole campus. Students and staff can move freely around campus, inside of a locked and secure perimeter.
- Modify dismissal for students and staff to avoid a section of the community.
- Delay dismissal for students and staff due to an unresolved event in the community.
- Students who live in an identified section of the community must remain at school and be picked up by their parents/guardians.
- Advise the School IC and Superintendent's Office about possible safe staging locations in the community for parents to gather. The Superintendent's Office can then have appropriate personnel meet parents at the community staging location and provide information.

5. The Superintendent's Office will:

- Connect with the School Incident Commander in person, by phone, or radio and provide resources that might include:



- Dispatch a District Crisis Response Team to the Unified Command Post or other designated site approved by the Unified Incident Commander.
- Notify surrounding sites and on-campus programs, as appropriate. These sites may include co-located schools, nearby schools, adult schools, early education centers, charter school programs, before and after school care, and sports programs.
- Arrange for transportation and a second (receiving) school so that students can be moved to a safe location at another school site, if necessary.
- Provide support for public communications from the school, including: Send out a (*Electronic Connect*) Emergency Communication message to parents from the Superintendent's Office with additional information and letters to parents.
- Meet with parents at the identified safe staging location, outside the secured lockdown perimeter, and keeping the parents informed using bilingual support staff from the Superintendent's Office.
- Work with Food Services to ensure that meal service for students is available or modified as needed.
- Provide a point of contact for media. Provide a media holding statement.
- Provide on-the-ground support at the site as needed, if safe to do so.

6. The School Incident Commander will gather all information about the incident, including input from students/staff/parents and first responders and develop a succinct after action report.

## **SITE INCIDENT COMMANDER**

Narek Kassabain, Principal / Cay Ledesma, Assistant Principal

1. Establish a Command Post
2. Activate the appropriate components of the emergency organization (Command, Operations, Logistics, Planning, etc.)
3. Direct the opening of the disaster supply container
4. Fill only the positions that are necessary to appropriately respond to the emergency. As the incident evolves, it will be necessary to reassign people to different positions and to activate and deactivate functions.
5. Reassign teachers on prep period as needed
6. Direct Search and Rescue Operations
7. Keep unauthorized people away from the principal
8. Maintain Radio Communication with FASO (district radio)
9. Supervise Crisis Center, First Aid, and mass care/sheltering

## **SAFETY COMMANDER**

Lise Sondergaard, Assistant Principal

1. Establish attendance center
2. Direct operations of request gates and reunion gates
3. Serve as Deputy PIO with parents
4. Supervise all Student Release. Reports all urgent information directly to the principal.
5. Resolves any problems with the Student Release Process.
6. Keep unauthorized people away from the principal

## **Planning-Intelligence /DISASTER RECORDING**

Marie Azizi, School Secretary/Marie Casillas-TOSA

1. Take Locator Book and Master Keys
2. Take Emergency Checklist
3. Take Faculty Sign-In
4. Take Bull Horn, Radios (District and School Site), and cell phone
5. Record all events that occur, noting time and person responsible

## **LEAD OPERATIONS**

Cay Ledesma/Lise Sondergaard, Admin.

1. Run Command Post
2. Maintain Radio Communication with FASO (district radio)
3. Work with Custodians to shut off utilities
4. Work directly with Site Incident Command
5. Determine a plan to recover any students/staff remaining in the building with information from the search and rescue teams

## **FIRST AID**

Jessamyn Dodd – Lead | Sandy Fink, Alternate

Team: Jessica Briggs, Sandy Fink, Molly Grigorian, RN

- Set up on West end(caged basketball courts) with specific triage areas.
- Care for students using triage method listed on the next page:

Glendale USD General Lockdown Procedures for All Schools

A lockdown may be initiated by the local law enforcement (Glendale Police Department or Los Angeles County Sheriff), or the principal/designee when gunfire or the threat of violence is identified and it is necessary to shield students and staff or prevent the perpetrator(s) from entering any occupied campus area.

1. The principal/designee will initiate the Incident Command System (ICS) and becomes the School Incident Commander. Using the school intercom system direct students and staff to go into lockdown. Use clear language. Do not use codes, as they are not universally understood. Do not use the fire alarm, or other alarm/bell system, as these signal evacuation to students. The principal/designee will communicate to all staff/students what the suspicious activity is and that more information will be shared as it becomes available.

During a lockdown, teachers and students remain in classroom or secure area with all doors and windows locked until further instructions are given by their principal/designee or law enforcement.

All exterior entrances to the school are locked and no visitors other than law enforcement or other emergency personnel are allowed on campus.

2. Incident command staff member assigned to Planning/Intelligence section will:
  - Call law enforcement (###-####) to notify of action taken, request information regarding the incident, and request direct support from an officer.
  - Notify the Superintendent's office.
  - Prepare an emergency communication message for parents to be sent on (*electronic connect system*). This message must be approved by the school Incident Commander (IC). Once the message is approved by the IC, message should be sent out to all parents.
  - Open multiple lines of communication to the classrooms using school phones, email, cell phones, and/or radios.
3. Incident command staff member assigned to Operations section will:
  - If it is safe to do so, ensure that perimeter gates are secured and that all students, staff, and visitors are safely secure behind locked doors.
  - Turn off all bells/alarms.
  - Begin the process of accounting for all students and staff.

4. School Incident Commander will establish liaison law enforcement representative to establish Unified Command. Law enforcement will become the Unified Incident Commander and provide guidance to the School's IC about the level of threat to the school and possible modifications regarding the lockdown. After consultation with first responders, the School's IC may modify the lockdown procedures to include any of the following:

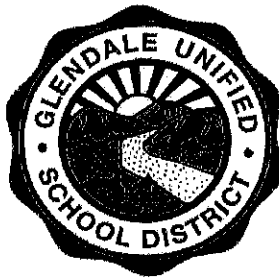
- Hold current position, with everyone inside a locked room with the lights off and the blinds down. No one moves or talks and phones are silenced. No one goes outside.
- Medications/services provided to students with special needs in locked rooms using force protection (a group of police officers working in unison to ensure the safety of the employee providing the medication/services).
- Main building(s) closed and secured with modified orders to a lockout. Students and staff may circulate inside the building, and may use the restrooms. All outbuildings, such as bungalows, still remain sealed. No one is to be moving outside on campus.
- One side of the campus/building exposed to threat; those affected move to a safer location on the campus. Everyone else holds in place. No one moves outside on the campus.
- Limit movement outside of classrooms. Conduct trips to the restrooms or other necessary locations only with special escort.
- Limit movement on campus. Only small groups under strict supervision can move to restroom, cafeteria, or other areas.
- Single classes only move from one location to another with strict directions and specific limitations.
- Order lockout for whole campus. Students and staff can move freely around campus, inside of a locked and secure perimeter.
- Modify dismissal for students and staff to avoid a section of the community.
- Delay dismissal for students and staff due to an unresolved event in the community.
- Students who live in an identified section of the community must remain at school and be picked up by their parents/guardians.
- Advise the School IC and Superintendent's Office about possible safe staging locations in the community for parents to gather. The Superintendent's Office can then have appropriate personnel meet parents at the community staging location and provide information.

5. The Superintendent's Office will:

- Connect with the School Incident Commander in person, by phone, or radio and provide resources that might include:

- Dispatch a District Crisis Response Team to the Unified Command Post or other designated site approved by the Unified Incident Commander.
- Notify surrounding sites and on-campus programs, as appropriate. These sites may include co-located schools, nearby schools, adult schools, early education centers, charter school programs, before and after school care, and sports programs.
- Arrange for transportation and a second (receiving) school so that students can be moved to a safe location at another school site, if necessary.
- Provide support for public communications from the school, including: Send out a (*Electronic Connect*) Emergency Communication message to parents from the Superintendent's Office with additional information and letters to parents.
- Meet with parents at the identified safe staging location, outside the secured lockdown perimeter, and keeping the parents informed using bilingual support staff from the Superintendent's Office.
- Work with Food Services to ensure that meal service for students is available or modified as needed.
- Provide a point of contact for media. Provide a media holding statement.
- Provide on-the-ground support at the site as needed, if safe to do so.

6. The School Incident Commander will gather all information about the incident, including input from students/staff/parents and first responders and develop a succinct after action report.



Comprehensive Safe School Plan

**DISASTER PROCEDURES – MED TEAM**

This assessment to be completed by the Med Team Leader or a staff member that would be assigned to the Med Team if there is not a designated team leader.

**ASSESSED BY:**

**DATE:**

The purpose of this assessment to assure the Campus Medical Team has sufficient training and supplies to respond to a disaster or other unusual occurrence.

**DOES THE SCHOOL OR DISTRICT HAVE PROCEDURES FOR A MED TEAM?**  
If no, add create Med Team procedures to desired changes. If yes, answer the next question

**DOES THE SCHOOL OR DISTRICT HAVE A LIST OF MED TEAM SUPPLIES?**  
If no, add creating a list to your desired changes. If yes, answer the next question.

**ARE ALL REQUIRED SUPPLIES AND FORMS IN PLACE AND SERVICEABLE?**

**HAVE MEMBERS OF THE MED TEAM RECEIVED SUFFICIENT TRAINING?**  
If no, consider training as a desired change.

**AREA(S) OF DESIRED CHANGE**

Based on this assessment, what, if anything, can we do within our resources to improve readiness?



Comprehensive Safe School Plan

**DISASTER PROCEDURES – GENERAL**

This assessment to be completed by any safety planning team member(s)

**ASSESSED BY:**

**DATE:**

The purpose of this assessment to assure compliance with state earthquake procedure mandates.

**DOES THE SCHOOL HAVE AN EARTHQUAKE EMERGENCY PROCEDURE?**

If no, add create procedures to desired changes. If yes, answer the next questions.

**DOES THE PROCEDURE INCLUDE:**

ELEMENTS MANDATED IN THE LAW	
A building disaster plan.	Yes
A "drop" procedure.	Yes
Protective measures for before, during, and after an earthquake.	Yes
Are all students and staff aware of and properly trained in earthquake procedures?	Yes

**IS THERE A CURRENT MAP OF THE SCHOOL INDICATING THE LOCATION OF ALL GAS METERS AND WATER METERS?**

If the answer to any question is no, add mapping to desired changes. Check with the local gas company and water provider to make sure you are aware of all meters.

**DOES THE SCHOOL HAVE A PROCEDURE IN TO ROUTINELY CHECK CLASSROOM DISASTER SUPPLIES?**

If the answer is no, consider establishing a procedure in desired changes. If the answer is yes, check to make sure the procedure is actually happening.

**DOES THE SCHOOL HAVE A PROCEDURE IN PLACE TO ROUTINELY CHECK CLASSROOMS FOR NON-STRUCTURAL DANGERS?**

If the answer is no, consider establishing a procedure in desired changes. If the answer is yes, check to make sure the procedure is actually happening. Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and other situations presenting otherwise avoidable injuries.

**AREA(S) OF DESIRED CHANGE**

Based on this assessment, what, if anything, can we do within our resources to improve readiness?

There is a procedure in place to routinely check classrooms for non-structural dangers. This is conducted in the summer/at the beginning of school year/ and mid-year. (Custodians and Admin. are responsible for monitoring the classrooms).

# **SECTION I: OVERVIEW**



# EMERGENCY PREPAREDNESS RESPONSIBILITIES

One Assistant Principal is responsible for site disaster preparedness. Duties include:

- Be familiar with all aspects of site disaster plan.
- Determine "safe" assembly area location.
- Determine appropriate remote location for sanitary area.
- Determine evacuation of campus site.
- Check to ensure that evacuation maps are posted in each classroom/office
- Review, yearly, disaster preparedness procedures with all staff.
- Review "Duck, Cover & Hold" procedures.
- Review Lock Down Procedures
- Survey staff for preference of assignments (medical, search & rescue, field supervision).
- Select backup Incident Commander (in case of administration absence) & orient to position's responsibilities.
- Create buddy teacher list.
- Include disaster procedures with packet for all substitutes on campus.
- Meet with school support personnel to ensure:
  - Annual bulk water exchange.
  - Accurate inventory of supplies for container and classroom buckets/backpacks.
  - Missing supplies are replaced & batteries changed.
  - That 2 copies of locator (student schedules) are available—one in attendance office, one in container.
  - That locators are appropriately reprinted as class changes are made.
- Interact with district personnel to:
  - Plan emergency/disaster drills—usually one per month.
  - Plan drill critiques/feedback
  - Report information using Rapid Responder

All staff members are expected to:

- Review this plan annually
- Check for required materials and alert administration if items cannot be located
- Teachers should review this plan with each class one time per semester

# **SECTION II: INITIAL RESPONSE CHECKLIST**

# INITIAL RESPONSE CHECKLIST

## **DISASTER / EARTHQUAKE**

### All Personnel

1. Give the DUCK, COVER, and HOLD command to their class during a drill, or in the event of an earthquake or appropriate disaster. The drill tone is a pulsating beep or an intercom announcement.
2. Evacuate their classrooms as soon as they feel it is safe. Escort their students to the athletic field—LEAVE DOORS CLOSED BUT UNLOCKED. Take Emergency Backpack. If you have a walkie-talkie and/or megaphone, please bring it.
3. Assess injuries, notify Command Post immediately of any urgent matter and/or potentially dangerous problems.
4. Take all injured students with the class, except in cases where it would be dangerous to move them. If a student cannot be moved due to injury, a red card should be placed on the outside of the door to alert emergency crew members.
5. Leave all injured students at First Aid Station with an adult, if possible. Emergency form should be left at Command Post giving name and location of any injured student or adult.
6. Classroom teachers are to exit the building with their students. The class is to be taken to the P.E. field in an orderly fashion and line up next to their room number 30 feet from the fence. If normal evacuation route is blocked, teacher directs students to alternate route. "Disaster Emergency Report" form is to be completed. Keep 1 copy, send 1 copy to the Command Post, and the remaining copy to the Attendance/Verdugo gate.
7. If a teacher has no classroom assignment (prep period), he/she should report to the Command Post immediately to assist. If the teacher has an emergency assignment, he/she should advise Command Post that he/she is going to that assignment.
8. Keep a list of students released by you for any reason and to whom they were released.
9. Teachers should keep their classroom lists up to date. Lists should be checked at least once per quarter. Buddy should also know where the Emergency pack is kept.
10. Once outside, administration will activate Incident Command System

*If disaster occurs before or after school, during snack or lunch, or during passing periods, students and teachers are to report to the main field and line up in front of their homeroom/period 2 class numbers (30 feet from the wall).*

## INITIAL RESPONSE CHECKLIST

### **MEDICAL EMERGENCY**

#### Discovering Party:

1. In the case of a life-threatening emergency, dial 9-1-1
2. Touch the button on the top of the classroom phone to signal the office of a medical emergency.

#### Administration:

1. Ensure that 9-1-1 has been called for life-threatening emergencies and report the emergency to the district office.
2. Isolate the situation from students.
3. Clear a pathway for paramedics/fire to reach injured party.
4. Connect responding emergency personnel to victim.

# INITIAL RESPONSE CHECKLIST

## **BOMB THREAT**

*What to do in case of a bomb threat via telephone*

### Discovering Party:

If you receive a bomb threat over the telephone, ask the following:

1. When will it explode?
2. Where is the bomb right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Why did you place the bomb?
7. What is your address?/Where are you? (They may actually tell you)
8. What is your name?

### Administration:

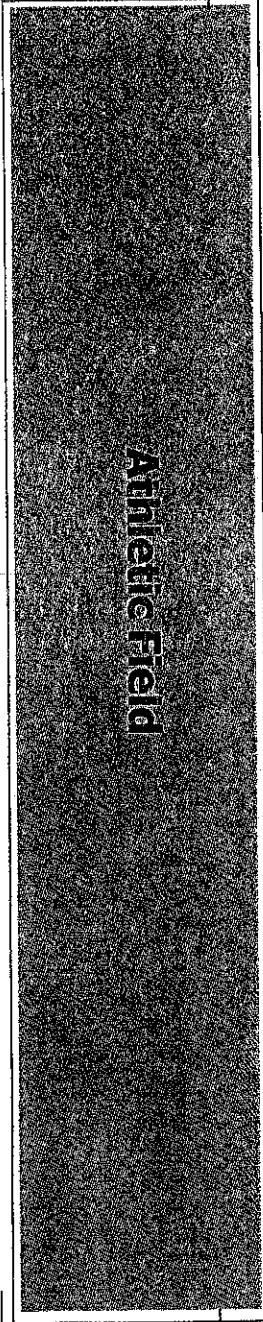
1. Call 9-1-1 to notify police of bomb threat then call district office.
2. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (intercom) if you decide to conduct an evacuation. Consider evacuating off site.
3. Evacuate
4. Minimum the Incident Command System Activation recommended: Operations Section, and Hazard Control Unit.
5. In conjunction with the Police Department, direct a search of the campus.

## **SECTION III: EMERGENCY RESPONSE**

ALLEY

ALLEY

Verdugo Gate



BASKETBALL COURTS

Cafeteria driveway

Boys Locker Room-3132  
Spin Studio 3132  
Aviles/Rizzo

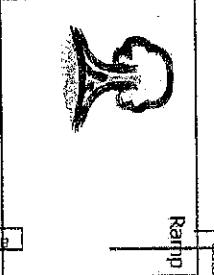
Gym 3129

Girls Locker Room-3119  
Dance Room  
Briggs/Herington/Fink

3111 Innovative Learning Lab  
3114 Weight Room  
Gate

3109 Lamoreaux  
3105 Faleta  
3108 Thompson Dunham  
\*W/M

Custodial Storage



ASB 2101  
Andranian 2113  
ASES 2111  
Peterson 2109  
Boys  
Girls  
Stuffel 2103  
Rosellen-Speech 2102  
Penglase

1127  
1119 1115 1114 1113  
Ortiz Oris  
Parodo Marjos  
Boys \*M/W  
Library 1131  
1124 1125 1127  
Okuda Sutphin Simonyan  
1129  
Library 1131  
Main Office  
Administration  
Counseling/Health Office  
1101  
Stanczak  
Thomas Chambers Curry/Awakya  
Girls  
1109 1108 1107

West Gate

LEGEND:  
\* -Staff Bathrooms  
W-Women  
M-Men  
— Security Fencing

Staff Parking Lot

Main Entrance

Staff Parking Lot

East Gate

Lunch Area

Student Cafeteria  
Staff Cafe

Auditorium 4123

4101 Grigori O'neal  
4104 Graziani  
4107  
Hallway  
Boys  
Girls  
Foyer (Lobby)



Bike Rack

To Glendale Ave.

WILSON MIDDLE SCHOOL  
(818) 244-8145  
1221 Monterey Road, Glendale 91206  
www.wilsonknights.org

1st Floor Map

VERDUGO ROAD

ALLEY

ALLEY

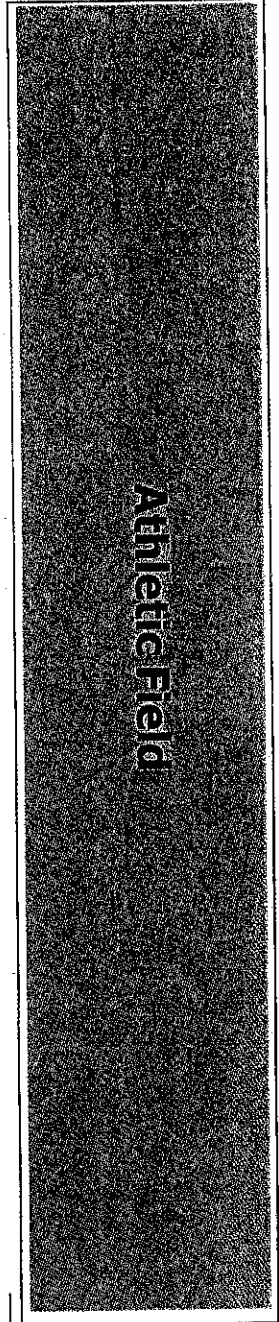
Verdugo Gate

Boys Locker Room-3132



Girls Locker Room-3119

Custodial Storage



BASKETBALL COURTS

Parent Pickup Gate

Cafeteria driveway

Student Cafeteria

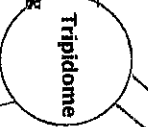
Staff Cafe

Lunch Area



Auditorium 4123

Hallway



1217	1216	1215	1214	1213	1211	1209	1208	1205	1204	Boys
Berger Regil Nam Gharibian Gharabighi	Lapacke Ortiz Galflyan Lomardi Taylor Ludwig Antonian Akopyan De la Rola Jackson Minning	Debruijn Panosyan Bersegyan	Glatt	1106	Boys	1207	2206	2205	2204	2203
Yesayan Wilson	Chapleroytin	Chapleroytin	Yesayan	Wilson	Wilson	Wilson	Wilson	Wilson	Wilson	Wilson

Foyer (Lobby)

East Gate

Staff Parking Lot

Main Entrance

Staff Parking Lot

**LEGEND:**

- \*-Staff Bathrooms
- W-Women
- M-Men
- Security Fencing

To Glendale Ave.

**WILSON MIDDLE SCHOOL**  
 (818) 244-8145  
 1221 Monterey Road, Glendale 91206  
 www.wilsonknights.org

2nd Floor Map

VERDUGO ROAD