

Questions and Answers from Campus Safety Meetings

Campus Safety Meeting Crescenta Valley High School March 13, 2018

Q. I strongly believe the Florida shooting could've been avoided. I think the system failed. Why did the system fail? How sure are we that it is not going to fail again? (3/13/18 meeting)

A. There are no guarantees that this is not going to happen again. GUSD is examining its own "system" to ensure that the District makes informed decisions to increase safety measures based on the lessons learned in these past events.

Q. Is this meeting born out of the Parkland shooting? (3/13/18 meeting)

A. Safety of GUSD students and staff is always a priority, but after the Parkland shooting staff received numerous contacts with questions about what GUSD does to keep students safe. So, yes this meeting was a direct result of the Parkland shooting in order to provide a forum to gather and begin to respond to parent/guardian questions and concerns.

Q. A teacher from Parkland has been attacked in the media for following protocol and very little support has been voiced by administration. What does GUSD have in place to protect teachers from attack when they follow lockdown protocol or, while acting "in loco parentis", be supported when making decisions to help protect their students? Teachers who feel like second-guessing protocol to avoid future shame will not make effective, safe decisions. (3/13/18 meeting)

A. It is unfortunate that any teacher from Parkland is being criticized. Every teacher makes the best possible decisions they can in a crisis situation. GUSD supports teachers by providing training on "Run, Hide, Fight" responses for active shooter situations, but ultimately decisions are made by individual teachers and staff members in the heat of the moment. There is no singular protocol that adequately prepares teachers and staff to respond to every possible emergency situation.

Q. Barricading the door in a situation has saved kids at some schools. It is my understanding that not all doors open inward. What is being done about this? (3/13/18 meeting)

A. Facility staff members are finishing a safety survey for all school campuses that includes determining what tools/equipment are needed to secure each instructional space. These tools include "lock-blocks" so that classroom doors can remain locked, but propped open. In an emergency lock-down the doors are able to be closed from the inside to be locked. It is important to be able to secure classrooms quickly, but not provide an active shooter equipment if they choose to barricade themselves in a classroom with possible victims. In those cases, law enforcement needs to be able to access the classroom quickly and effectively. Part of the "Run, Hide, Fight" response training is for teachers and staff to use classroom furniture to barricade doors to further slow down active shooters. A locked door and physical barricade inside the door would provide extra minutes for law enforcement to arrive.

Q. What do you do about kids' safety when they are not in the classroom - when they come in the morning, when they go to lunch, and then leave? (3/13/18 meeting)

A. The presence of staff, parents and possibly students who are consciously scanning the environment for any indication that something doesn't look right who then inform school staff of the concern is the most effective safety measure for these situations.

Q. What legal recourse is there for pranksters and idle threats on social media? (3/13/18 meeting)

A. Every threat is investigated thoroughly by District and school staff with the support of law enforcement when appropriate. Glendale Police and CV Sheriffs have visited student homes at all hours of the day and night when necessary to follow up on these types of threats. Some communities are considering imposing a fine for the families whose children post these types of prank threats. GUSD can use current discipline policies to provide appropriate consequences for students who disrupt the instructional day even if these threats are posted online.

Q. Can you say more about how positive relationships help overall safety? What can we do to add more adults on campus to be good mentors? (3/13/18 meeting)

A. Positive relationships help overall safety in a variety of ways. Students who feel connected to a caring adult or have a supportive peer group are less likely to feel alienated and are less likely to become a danger to themselves or others. These positive relationships build empathy for others which is a critical element missing in school shooters who "dehumanize" their potential victims in order to cause them harm. Positive relationships also increases the likelihood that a trusted adult will be told if a student is making comments that allude to possible self-harm or thoughts about harming others. Positive relationships are important between students and teachers, students and administrators, and students and students. Increasing the presence of mentors and other positive role models at the school also increases a student's connection to the school and to others. Mentors could be school volunteers, coaches, enrichment teachers, etc. If anyone is interested in serving as a school volunteer or mentor, they are encouraged to contact their school's principal directly.

Q. Can you please elaborate on what the Second Step Social-Emotional Learning program is? (3/13/18 meeting)

A. Second Step is one example of an evidence-based social-emotional learning curriculum designed to teach students to better self-regulate their emotions and build positive relationships so that all students are better equipped to learn. It is a series of lessons and activities to build students' social-emotional skills, K-8, focusing on: skills for learning, empathy, emotion management, problem solving, mindsets and goals, values and friendships, thoughts, emotions and decisions, and peer conflicts.

Q. What about using a mechanism such as MART to assist with mental health and safety related f/v on campuses? (3/13/18 meeting)

A. This is not an acronym that GUSD staff is familiar with. Please email Dr. Kelly King with more information at kking@gusd.net so that staff may follow up on your suggestion.

Q. Can you say more about how social workers, psychologists and counselors add to student safety? Wouldn't adding more mental health professionals help with safety? (3/13/18 meeting)

A. Social workers, psychologists and counselors increase student safety by enabling school staff to respond directly to better support students who are at-risk of self-harm or at-risk of harming others. GUSD has been working diligently to find ways to increase this type of support. One example of this work is the increase in the number of counseling and social work interns throughout the District that work directly with students to assist with their needs.

Q. Could we add a mental health evaluation form with the medical and immunization forms to be filled out by the kids' doctor? If the doctor cannot assess the problem then a psychologist must sign off to say they are stable to be in school. Each year, just like we do now with medical. (3/13/18 meeting)

A. Schools are legally required to request some medical information, such as the first grade physical and immunization records but are not requested annually. Mental health evaluations are not required for school enrollment. A doctor or psychologist that a child sees in a short examination may not have the necessary insight to diagnose a student's mental health needs.

Q. We do know what works to prevent school violence. Since Columbine, over these 20 years, we've build understanding of school climate and adult relationships. See "Interdisciplinary Group on Preventing School and Community Violence" for clear, focused plan of action. Through violence is not disproportionately due to mental illness, the NAMI mental health-first aid program is an excellent resource. (3/13/18 meeting)

A. Thank you for sharing this information about the NAMI mental health first-aid program.

Q. Given the need to establish stronger relationships with students, has reducing the student/counselor ratio been considered as an option? (3/13/18 meeting)

A. Yes. This has been a topic of conversation in the planning and budgeting process for GUSD's Local Control and Accountability Plan (LCAP) as has increasing access to mental health counselors and counseling and social work interns. This type of staffing decision is based on available funding.

Q. Are you planning to have security officers at elementary schools? (3/13/18 meeting)

A. That has not been considered at this time. The State's legislature is considering providing school resource officers or armed guards on all school campuses but they have not yet voted on this bill or connected it to funding. AB 2067 was presented by Assembly Member Gallagher for consideration.

Q. Is the SRO able to cover the entire campus by him/ herself or is there any additional help? (3/13/18 meeting)

A. School Resource Officers are assisted by security guards and other staff members, including administrators, who provide additional supervision.

Q. When can we expect ALL our teachers/staff to be trained for an active-shooter situation at ALL our schools? (3/13/18 meeting)

A. The Glendale Police Department provided “Run, Hide, Fight” training for 17 schools from February 26, 2018 to March 26, 2018. Schools and staff members that have not yet participated in training will be trained no later than August, 2018 for the new school year.

Q. How often are teachers trained for active shooter? How are the students trained? (3/13/18 meeting)

A. All teachers and staff will be trained in the “Run, Hide, Fight” response to active shooters and this information will be reviewed annually. Students are trained through classroom discussions, lessons and drills.

Q. Are you doing active-shooter drills with the children/students, not just the teachers? Specifically elementary schools. (3/13/18 meeting)

A. Schools engage students in a variety of safety drills that include the traditional fire drills, earthquake drills and lockdown/shelter in place drills. It is important to train students in a manner that is developmentally appropriate. Middle and High Schools have participated in active intruder and active shooter drills during school hours, but elementary schools focus on training students to follow the directions of adults regardless of the situation.

Q. I am a nurse at a hospital - we train for active shooter. It's important. I'm talking to my kids, but what is the school doing to prepare the students? (3/13/18 meeting)

A. Schools engage students in a variety of safety drills that include the traditional fire drills, earthquake drills and lockdown/shelter in place drills. It is important to train students in a manner that is developmentally appropriate. Middle and High Schools have participated in active intruder and active shooter drills during school hours, but elementary schools focus on training students to follow the directions of adults regardless of the situation.

Q. Have the kids in schools been made aware of all these safety implementations? (3/13/18 meeting)

A. Yes as appropriate. Some safety measures such as revising maps and updating equipment is shared with staff only, but students are engaged in training as appropriate for lockdown drills and “Run, Hide, Fight” responses. Students are also engage with “See Something, Say Something” and encouraged to upload the GUSD app and make tips as needed directly to GUSD staff.

Q. What will be compliance checks for training and plan compliance for schools in 2018-19? This should be public and shared with families. (3/13/18 meeting)

A. School plans are submitted for annual review no later than March 1st of each school year and reviewed by law enforcement. Training, including drills, is documented in these plans. Compliance is monitored by the Director of Student Support Services.

Q. What is the target date for some of the check off items? Can we as a community help with funds somehow? (3/13/18 meeting)

A. This work is immediate and ongoing. Training for all staff on “Run, Hide, Fight” will be completed Summer, 2018. Staff is currently completing safety inventories of every school campus and gathering Best Practices and samples resources for consideration. Work on increasing the number of surveillance cameras on some campuses, installing wind screens/privacy screens on playground fences and improving secure entrances for child care programs is currently in progress. Community support is always greatly appreciated and GUSD has definitely benefited from the generosity of the voters who passed Measure S, a school facilities bond measure. Over \$4 million of these funds have been spent specifically on improving safety measures on campuses.

Q. You talk a lot about plans to enact changes, updates, etc., but when is your plan to apply changes in each school and what are your deadlines? By end of this school year? Next academic year? Timing of implementing safety measures? (3/13/18 meeting)

A. This work is immediate and ongoing. Training for all staff on “Run, Hide, Fight” will be completed Summer, 2018. Staff is currently completing safety inventories of every school campus and gathering Best Practices and samples resources for consideration. Work on increasing the number of surveillance cameras on some campuses, installing wind screens/privacy screens on playground fences and improving secure entrances for child care programs is currently in progress.

Q. Can you please elaborate on what the Raptor System is? (3/13/18 meeting)

A. The Raptor Visitor Identification System allows office staff to scan school visitors in using their driver’s licenses, or to input their information manually for visitors who do not have a driver’s license. Repeat visitors are given a unique identification code to enter. Each scan or entry is checked online against sexual offender registries in all 50 States and against a database that the school staff can create based on restraining orders or restricted custody orders. Staff is alerted if anyone is trying to enter that should not be allowed onto campus. The system also allows for schools to track visitor and volunteer hours.

Q. What specific emergency/first aid supplies are in each classroom? How often are they checked? (3/13/18 meeting)

A. There is not currently a standard emergency/first aid kit in every classroom. First aid supplies in the emergency bin and health office are checked each year. GUSD is investigating different options for classroom emergency kits.

Q. Many of our elementary campuses have fences and playgrounds that are adjacent to or open to public access areas. If kids are on those playgrounds daily at regularly scheduled times, what steps are we taking to ensure those students are not vulnerable targets? Someone could, theoretically stand outside the fence and harm our students by shooting in - knowing that students will be scattered and playing at recess or lunch. Same with auditoriums and fields during play. (3/13/18 meeting)

A. Depending on the unique needs of the geography for each school, wind screens (privacy screens) are being installed around playgrounds and play fields. Marshall Elementary School and Roosevelt Middle School are two schools that already have these privacy screens. This impedes the visibility from outside of the school to allow students to play with an increased measure of privacy from the surrounding community.

Q. Are our classrooms supplied with enough supplies such as water, food and first aid kits in case of an extended lockdown? (3/13/18 meeting)

A. The Glendale Police Department has a “classroom kit” that they suggest is placed in classrooms for emergencies. The District is working with them to identify what items they suggest be included and will look for available funding if approved. This kit includes emergency supplies such as first aid kits and tools to help with communication. Many classrooms have equipment for extended lockdowns to allow students and staff the ability to toilet themselves in the classroom with a degree of privacy if necessary. Law enforcement works to clear school lockdown as quickly as possible to avoid the need to shelter in place for “extended” periods of time.

Q. Are security cameras at all schools? (3/13/18 meeting)

A. Yes.

Q. As a result of Sandy Hook, what changes have you proposed and implemented? (3/13/18 meeting)

A. The installation of secure entries for the school offices and installation of surveillance cameras are two examples of a lessons learned from past school shootings such as Sandy Hook.

Q. Comment: Our fabulous school district has to raise money from parents to pay for PE, music, and art. I hear you all talking about expensive solutions like SROs, bullet-proof glass, surveillance systems, and staff trainings. I hope that the teacher unions and educational lobby groups will work together and endeavor to petition lawmakers to enact change so that you can get back to focusing on how to educate our children, not “protect” them from our gun-crazy nation that is holding us all hostage. Thank you for all you do. (3/13/18 meeting)

A. Thank you for your support. School safety is a topic that weighs heavily on the minds of the legislature at both the national and state levels. For examples, there are multiple bills proposed in the State of California to increase funding for school safety including funds specific to fund guards and school resource officers and funds to increase mental health services for schools.

Q. What are you doing to better secure our classrooms during an active-shooter lockdown? Even a small delay can save lives. (3/13/18 meeting)

A. Facility staff is finishing a safety survey for all school campuses that includes determining what tools/equipment are needed to secure each instructional space. These tools include “lock-blocks” so that classroom doors can remain locked, but propped open. In an emergency lock-down the doors are able to be closed from the inside to be locked. It is important to be able to secure classrooms quickly, but not provide an active shooter equipment if they choose to barricade themselves in a classroom with possible victims. In those cases, law enforcement needs to be able to access the classroom quickly and effectively. Part of the “Run, Hide, Fight” response training is for teachers and staff to use classroom furniture to barricade doors to further slow down active shooters. A locked door and physical barricade inside the door would provide extra minutes for law enforcement to arrive.

Q. It seems that CV High School has so many entrances. How can CV campus become more secure? Do you feel that the CV campus is secure? (3/13/18 meeting)

A. All schools have multiple entrances and gates. It is the responsibility of staff, students and parents to immediately alert administration if any entry point is not secured. If all doors and gates are locked to the outside, then the school is considered secure.

Q. At the last CVHS PTSA meeting, the students said their biggest safety concern was drugs and fighting on campus. What is being done about these safety issues? (3/13/18 meeting)

A. In response to these types of concerns staff has requested additional random searches from Impact Canine Solutions who provides dogs that are trained to identify even trace amounts of drugs. Working with the SRO staff is also increasing visibility in the areas on campus that have been reported as having student disturbances.

Q. What appropriate role can parents play in tomorrow’s walk out? (3/13/18 meeting)

A. At the elementary level, parents who wanted to organize a developmentally appropriate activity were allowed on campus to assist with the 17 minute “walkout”. At the middle and high school campuses, these were student-led events.

Q. What, if any, consequences will CV GUSD students face for participating in the Walk Out if they remain on campus?(3/13/18 meeting)

A. No consequences if they returned to class after the conclusion of the Walkout at 10:17am. Teachers were asked to avoid assigning tests or quizzes at this time.

Q. Why are the elementary schools involved in the National Walkout on March 14th? (3/13/18 meeting)

A. Some parents felt very strongly that they wanted their elementary children to participate in a developmentally appropriate activity during this time.

**Campus Safety Meeting
Glendale High School
March 27, 2018**

Q. A video of the meeting at CVHS was mentioned. How can we access the video? (3/27/18 Meeting)

A. The video of the March 13 Campus Safety Meeting held at CVHS and the video of the March 27 Campus Safety Meeting held at GHS will be posted on the GUSD website. A link on the GUSD homepage for Campus Safety will connect visitors to the available resources.

Q. Are safety plans made public? (3/27/18 Meeting)

A. Yes. School's safety plans will be posted on school websites after they are approved by law enforcement and the Board of Education. It is important to note that there is information not included in the safety plans intentionally. This would include location of surveillance cameras and detailed schools maps that include all entrances and exits. This is to avoid this information being used by anyone who has the intention to cause harm on a school campus.

Q. Can we receive a copy of the campus safety/security policy and procedures? (3/27/18 Meeting)

A. Yes. School's safety plans will be posted on school websites after they are approved by law enforcement and the Board of Education. It is important to note that there is information not included in the safety plans intentionally. This would include location of surveillance cameras and detailed schools maps that include all entrances and exits. This is to avoid this information being used by anyone who has the intention to cause harm on a school campus.

Q. What protections are in place at the start of the school day when all gates are open? (3/27/18 Meeting)

A. The presence of staff, parents and possibly students who are consciously scanning the environment for any indication that something doesn't look right who then inform school staff of the concern is the most effective safety measure for these situations

Q. Will you be changing how fire alarms are responded to? (3/27/18 Meeting)

A. Yes. If a fire drill is occurring staff and students will hear an announcement over the intercoms that it is a drill. If the alarms go off at other times staff are asked to alert the school office if it is an actual emergency to evacuate and then an evacuation order will be given over the intercom. Staff is also asked to consider each situation. If they smell smoke or see a fire, then they do not need to wait for a verbal evacuation order to be given.

Q. Parents enter campus with codes after school. Anyone can get the code or walk in with the parent. Why can't afterschool aides walk children to the gate? Come up with a way that the aide and parent can communicate maybe via text instead of access to a gate. (3/27/18 Meeting)

A. The safety of students should be a priority for all adults, including those who need to drop off and pick up children from child care programs. Given the size of different child care programs it is not feasible to have students individually escorted to the gates and State requirements include that parents must sign in and sign out their child(ren). Coded entry gates allows authorized parents to enter and all parents who have been given their individual codes are told not to share them with anyone and to not let others in when they enter the campus. If a parent is found to have given out their unique code, they will lose access and will have to call each time they arrive at the school to get entry. If a parent notices that someone has given out their code, or that they are allowing others to enter with them, they are asked to inform the EEELP staff member or EEELP head teacher immediately.

Q. As a substitute for the district it concerns me how easy it is to get on campus. How can we change that? (3/27/18 Meeting)

A. GUSD staff is working to secure all entry points to a school and supervise entry and exits when students are coming onto campus. Secure entries have been installed for all school offices and coded entry for parents who need to drop off or pick up students in the before/after school child care programs. If there is a school or schools in particular that are a concern, please contact the school office or Dr. Rene Valdes, Director of Student Support Services at (818) 24103111, ext. 1285 or rvaldes@gusd.net. He will work with school staff to increase the safety measure necessary to address those concerns.

Q. My children attend Mark Keppel Elementary. There are new identification codes for gates but people are still letting other people in. How can we stop that from happening? (3/27/18 Meeting)

A. If a parent is found to have given out their unique code, they will lose access and will have to call each time they arrive at the school to get entry. If a parent notices that someone has given out their code, or that they are allowing others to enter with them, they are asked to inform the EEELP staff member or EEELP head teacher immediately. It will take a collective effort from staff and parents so that all parents/guardians follow the necessary safety procedures.

Q. Do you allow students to leave the school grounds during a shootout? Why or why not? (3/27/18 Meeting)

A. Yes. Part of the "Run, Hide, Fight" protocol is to allow students and staff to flee the campus and meet up at designated evacuation sites. If students and staff are able to safely leave the school in order to get to a safer location this is preferred to hiding or fighting. After an active shooter event in which students and staff members leave the school campus, law enforcement has to account for every individual so congregating at a designated location(s) assists with this as does helping with reunification with families.

Q. What is the protocol when there is a threat at a school? How soon with GUSD notify the parents? (3/27/18 Meeting)

A. The immediate concern is for the safety of the students and staff at the school. Parents will be notified as soon as possible, but are asked to understand that GUSD staff and law enforcement must attend to neutralizing the threat and then taking care of any medical emergencies that may have resulted from the event. Parents/guardians are asked to not come to the school so that emergency vehicles and personnel have access and so that law enforcement can conduct a thorough search and investigation. As soon as possible parents/guardians will receive official directions for where to go to reunite with their children. This is typically at a location away from the school and students are transported to that location. Efforts are made to reach out to parents/guardians of any children that may be injured so that they know where their child has been taken for treatment. After the event has been stabilized, GUSD staff and first responders will determine the facts of the event and a public announcement will be made as appropriate. This may take a few hours to occur as the primary and immediate focus after an event occurs is to secure the campus and account for all students and staff.

Q. What is the procedure for students in the bathrooms during a lockdown event? (3/27/18 Meeting)

A. “Run, Hide, Fight” is the protocol all teachers and staff are being trained to use and to help students understand. If students find themselves in the bathrooms, they need to consider if they can “run” safely or if they need to “hide.” Students can hide in the toilet stalls by locking themselves in and picking up their feet. These unsecured areas would be amongst the first to be cleared by law enforcement when they enter a school.

Q. Can you describe the safety procedures in place currently if there is an active shooter on campus? (3/27/18 Meeting)

A. Immediately a lockdown announcement would be made and students and staff would follow “Run, Hide, Fight” procedures. Staff is told if they hear gunfire or have any reason to believe an intruder is on campus with the intent to cause harm, they should secure their students and contact law enforcement and the school office. Classroom doors are locked, windows are blocked, and furniture is used to barricade doors. Law enforcement would be contacted using the emergency button found in the school office or by contacting 911. Typically the 911 dispatchers receive multiple calls regarding the same event. After the threat is neutralized, law enforcement will canvas the school campus to ensure no other threats are present. School surveillance cameras assist with this task and provide a quick means to scan the campus as a whole. Other first responders will be allowed to enter to provide medical response and law enforcement will begin to evacuate the school, room by room, and the process to account for all students, staff members and visitors. Students would then be reunited with parents/guardians, typically at an off-campus location so as to not impede the ongoing investigation.

Q. Explain safety procedures for weekend and night hours? (3/27/18 Meeting)

A. School events that occur at night or on weekends are to be planned with safety in mind. The safety procedures would vary depending on the size and scope of the event in question. Large events such as football games and graduations are staffed by law enforcement and security guards. All events on school campuses are to be supervised by GUSD staff members who have been trained in emergency response.

Q. Any random gun checks? Locker checks? (3/27/18 Meeting)

A. GUSD has equipment to conduct random searches using metal detecting wands. Searches are conducted as appropriate at middle and high schools. Impact Canine Solutions provides dogs for additional searches that are trained to identify even trace amounts of drugs, firearms and gunpowder-based items.

Q. Any new procedures implemented since 2/14/18 (Parkland)? (3/27/18 Meeting)

A. Yes. All school staff members are being trained in “Run, Hide, Fight” procedures. This is a change in procedure for GUSD who previously emphasized only lockdown procedures. Facility staff is conducting safety inventories at every school to determine needs including equipment and supplies to increase campus safety.

Q. When a shooter enters the school grounds, what counter measures do you employ to disrupt the shooter’s thinking, focus and emotional state? (3/27/18 Meeting)

A. If an intruder enters a school campus, the immediate response is to get students and staff into safe locations. An announcement would be made to lockdown the campus immediately. School staff are not trained nor expected to engage an active shooter to disrupt their thinking, focus or emotional state. The research of active shooters shows that these individuals are looking for easy targets and understand they have very limited time before law enforcement arrives in high numbers to stop them. The average active shooter event lasts five to eight minutes and shooters are typically engaged by law enforcement within two to five minutes. The “Run, Hide, Fight” training includes directions to lock and barricade doors to delay a shooter’s entry and create a more challenging target. Staff is also trained to examine their environment to tools to use should they have to fight, such as access to fire extinguishers.

Q. What first response method do your schools employ to immediately call 911 other than a phone? (3/27/18 Meeting)

A. All school campuses have an emergency button that provides immediate contact with the Sheriffs in La Crescenta and police in Glendale. If pushed, this signals an emergency response with no explanation needed. Schools that have had the button pushed in error have had first-hand experience that law enforcement responds to this emergency notification in high numbers and in a state of heightened alert to immediately address the safety concern.

Q. What is the District’s position on arming classroom teachers and staff? (3/27/18 Meeting)

A. Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, except by a person who meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the military force engaged in the performance of his/her duties, or a security guard authorized to carry a loaded firearm. Another exception in Penal Code 626.9 allows a person with a valid Carry Concealed Weapon (CCW) license to carry a firearm within 1,000 feet of a school. As amended by AB 424 (Ch. 779, Statutes of 2017), Penal Code 626.9 eliminates the authority of the Superintendent or designee to provide written permission for a person who holds a valid CCW license to possess a firearm on school grounds.

Q. Social solutions are long term. Have any discussions of plain-clothed armed security been considered? (3/27/18 Meeting)

A. GUSD has not yet considered the placement of armed security guards, uniformed or plain-clothed, on school campuses. The State's legislature is considering providing school resource officers or armed guards on all school campuses but they have not yet voted on this bill or connected it to funding. AB 2067 was presented by Assembly Member Gallagher for consideration. During the Campus Safety Meeting held at GHS on March 27, 2018 Glendale Police Captain Scott Bickle brought up a possible concern about plain-clothed individuals who are carrying a weapon distracting uniformed officers when they rush to the scene in response to an active shooter. They would have to stop and ensure that the plain-clothed individual is not the threat, thereby delaying response to the actual threat.

Q. Are our local first responders in contact with all of the schools with regards to the special education populations? Are they aware where the special education/SAI classrooms are located on each campus? Are all staff and first responders trained to know how to approach children with special needs who may not respond the way they're expected to, and don't understand the situation? (3/27/18 Meeting)

A. Yes. Glendale Police, CV Sheriffs and the Fire Departments have training to address the needs of students and adults with special needs. For example, Glendale Police officers receive training while in the police academy and then training every two years on how to work with individuals with special needs and individuals with mental health needs. These rooms are also designated on the emergency response maps used by first responders when clearing a school after a lockdown event.

Q. Would it be possible to decentralize the police in order to deploy them to school campuses? Technology enables a great deal of remote work... The idea is to put the best trained people in the situation immediately. Not in 2 minutes. Immediately. With a phone and a laptop a lot of work can be done... (3/27/18 Meeting)

A. In addition to the School Resource Officers at Glendale and Hoover High Schools, the Glendale Police Department already deploys patrol and support units throughout the community at decentralized area command locations, such as a sub-station in the Galleria and a sub-station in Montrose. Motor officers are deployed throughout the community in Glendale and Montrose with priority given to patrolling the area immediately surrounding schools. In addition to the School Resource Officer located at Crescenta Valley High School, the Crescenta Valley community is patrolled by CV Sheriffs, Glendale Police, and the California Highway Patrol to ensure rapid response to any crisis.

Q. How many resource officers are at GHS? (3/27/18 Meeting)

A. There is one school resource officer assigned to GHS who is supported by patrol and investigative units as needed. There are additional security guards assigned to the campus as well. For large school events the District contracts with the Glendale Police Department to provide additional police officers for added security.

- Q. Are the security cameras at schools being monitored during school hours? At each school? (3/27/18 Meeting)
- A. Surveillance cameras are not continuously monitored. These cameras provide valuable information as an event is occurring and are an investigative tool after an event has occurred.
- Q. Can substitutes have identification cards? (3/27/18 Meeting)
- A. Yes. Human Resources will be working towards providing identification cards for all employees.
- Q. Substitutes do not have access to email for GUSD. How do substitute teachers keep updated on fire drills/lockdowns and any important information we need related to us? (3/27/18 Meeting)
- A. GUSD Human Resources will work with other departments to find a solution that keeps substitute employees informed and grants them access to emergency information at the sites for which they are assigned.
- Q. Can we strive to have locks on classroom doors if an active shooter is on campus? (3/27/18 Meeting)
- A. Yes. This is one component that the Facilities staff are considering when conducting the safety inventory at each school. They are looking to see what locking mechanism is already in place and what might be needed to secure an instructional space in order to make recommendations to increase security.
- Q. Should our fences have barbed wire? (3/27/18 Meeting)
- A. No. This would cause a safety concern as it would impede access to the campus for first responders and it would give the message to impressionable children that the schools are not a safe place.
- Q. Have you had a shooter in place drill? Because to my knowledge there's only been one drill this year. I'm not sure what kind of drill that was. (3/27/18 Meeting)
- A. Staff is unsure if this question relates to a specific school site. If it does, please contact the school administrative staff to find out what drills have been conducted with students during the 2017/2018 school year. Elementary schools are required to have an emergency drill (fire, earthquake, or lockdown) each calendar month. Middle schools are required to have these drills at least four times a year and high schools are required to have them at least twice a year.
- Q. Could there be a training planned for our high school students when active shooter or any other crisis occurs? (3/27/18 Meeting)
- A. Yes. Staff is currently looking for Best Practices from other school districts regarding what training is appropriate for students in elementary, middle and high schools. These training materials will then be used to train all students for the 2018/2019 school year.

Q. Can you ask for student consent to release information? What grade and age does student privacy apply to?
(3/27/18 Meeting)

A. Students can only grant consent when they reach the age of 18 years old or are legally emancipated. Student privacy applies to all students regardless of age and grade level.

Questions Regarding Campus Safety Received Online

Q. I have a suggestion not a question. I think it is important to provide training to substitute employees (both classified and certificated); in order for them to know what to do in the event of an emergency. To my best knowledge, this is currently not available.

A. Thank you for that suggestion. Training for “Run, Hide, Fight” and emergency response will be provided for all staff members, including substitute employees. The goal is to complete this training roll-out in Summer, 2018.

Q. There is a National Campaign called "Stop the Bleed"...the purpose of this awareness campaign is to train non-medical people how to intervene in a medical emergency involving severe bleeding. Some school districts across the US have had this training provided for teachers and school staff...Will GUSD explore this as possible emergency preparedness training for teachers and staff?

A. Yes. Michelle Green, GUSD's Coordinator of Health Services, is reaching out to the community member who suggested this training to get more information and to possibly schedule training for early Summer.

Q. What training/preparation are you planning to give ALL teachers and staff, and how will you ensure that ALL teachers and staff know what to do in an active shooter emergency?

A. The Glendale Police Department provided “Run, Hide, Fight” training for 17 schools from February 26, 2018 to March 26, 2018. Schools and staff members that have not yet participated in training will be trained no later than August, 2018 for the new school year.

Q. What is the active shooter protocol for elementary students in classrooms with large windows?

A. Facilities staff are conducting safety inventories of all school campuses to identify instructional spaces that need blinds or other types of window coverage that could be deployed in the case of a lock-down. The protocol includes off lights, closing the blinds or otherwise blocking visibility through the windows, and barricading the locked door with furniture as an extra precaution.

Q. Why are security guards only at secondary schools and not at elementary schools? How do you intend to keep the elementary schools safe?

A. Placing security guards at all elementary schools has not been considered at this time. The State's legislature is considering providing school resource officers or armed guards on all school campuses but they have not yet voted on this bill or connected it to funding. AB 2067 was presented by Assembly Member Gallagher for consideration. Elementary school campuses have secured entries in the school offices, surveillance cameras, lock-blocks and other tools for classroom doors, locked perimeter fencing, and coded entry gates for child care programs that only operate when school is not in session.

Q. Given all the evidence on the limitations and often detrimental effects of having School Resource Officers on campuses - especially on campuses where the majority of students are students of color - does GUSD plan to focus instead on getting funding for school psychologists, counselors, and more training in positive behavior reinforcement techniques (such as PBIS) for faculty, staff, students, and families?

A. GUSD believes that school safety involves the collaboration between all agencies and support providers including the positive presence on campus of School Resource Officers at the high schools to develop strong relationships between students and law enforcement. PBIS is being rolled out at all schools and the last cohort of schools will begin training in 2018/2019. GUSD has also significantly increased the number of mental health counselors and counseling and social work interns available across the District to assist students.

Q. Will GUSD provide locked and guarded gates around all schools at all times? Will GUSD provide metal detectors at all school entrances, like court security?

A. GUSD will provide locked gates around all schools and supervision when students are entering and exiting. There is no plan to provide metal detectors at all school entrances. This would create a bottleneck for students and staff and create an opportunity for someone wanting to do harm with large numbers of students waiting to be scanned in each morning, similar to the shooting that occurred in 2013 at the Los Angeles Airport at the TSA checkpoint and screening area. GUSD does have equipment to conduct random searches using metal detecting wands and random searches are conducted as appropriate at middle and high schools.

Q. Will GUSD hire security guards that are armed and trained and place them at schools?

A. That has not been considered at this time. The State's legislature is considering providing school resource officers or armed guards on all school campuses but they have not yet voted on this bill or connected it to funding. AB 2067 was presented by Assembly Member Gallagher for consideration.

Q. Are we going to put well trained armed guards at every school?

A. That has not been considered at this time. The State's legislature is considering providing school resource officers or armed guards on all school campuses but they have not yet voted on this bill or connected it to funding. AB 2067 was presented by Assembly Member Gallagher for consideration.

Q. What plans the Glendale Police and Fire Departments and GUSD have to address the particular needs of the SpEd students during an emergency? Do the first responders have training on how to recognize and safely help people with disabilities such as Autism, Downs, Intellectual Disability, and Deafness?

A. Yes. Glendale Police, CV Sheriffs and the Fire Departments have training to address the needs of students and adults with special needs. For example, Glendale Police officers receive training while in the police academy and then training every two years on how to work with individuals with special needs and individuals with mental health needs.

Q. What kind of security service do we have at this time?

A. All middle and high schools have multiple security guards on campus. In addition, school resource officers are assigned to Crescenta Valley High School, Glendale High School, and Hoover High School. GUSD is working with the City of Glendale and Glendale Police Department to assign a school resource officer to Clark Magnet High School for 2018/2019.

Q. Why aren't security guards trained on how to deal with an on-site shooter situation?

A. GUSD will work with the companies that provide the security guards and the Glendale Police Department in order to provide the necessary training.

Q. You have one sheriff patrolling the campus of CVHS and the area surrounding the campus. Every morning and afternoon I take and pick up my child from La Crescenta Elementary School. The school is on one of the busiest streets in La Crescenta where drivers disregard the speed laws and crossing guards, heading to and from the freeway or CVHS. There are novice drivers and impatient ones. There should be a permanent law enforcement presence during these hours to regulate the danger at LCE. How will you make this safer for our kids?

A. Response from Captain Chris Blasnek, Crescenta Valley Sheriff's Station:

The safety of our students is always one of the top priorities of law enforcement. While the statement is true about a School Resource Officer being assigned/dedicated to CVHS and the middle school, he should know there are also several deputies patrolling the community. They are encouraged to continually patrol the area schools as time allows. What is confusing to some residents is the fact La Crescenta is actually an unincorporated community and not a contract city. This being the case, the California Highway Patrol is responsible for traffic enforcement and vehicle collisions on the roadways. Please let the parent know that I will place his concern and request in the briefing book so the area deputies can be seen around the elementary school. I would also encourage him to let us know if there is a particular person who chronically violates any traffic laws. We can always have a discussion with the violator at their home to discuss some of the concerns, even if he would like to be anonymous. Second, I will make sure Altadena CHP is aware of this complaint so they can have an officer in the area to enforce traffic laws. After attending several La Crescenta Town Council Meetings, I know for a fact that CHP is very familiar with the area and works the schools quite regularly. Most of the parents/residents know CHP Motor Officer Cooper who can be seen around many of the schools. Third, I will also let our station Volunteers on Patrol know there is a problem so they can also assist near the school.

Q. Will Glendale be looking into any new technology to assist in school safety? (doors that lock from the inside, bullet proof glass, perimeter cameras, etc.)

A. Yes. Staff is currently completing a safety inventory of every school campus to determine areas of need and collecting Best Practices and samples from surrounding school districts and companies that specialize in campus safety. Perimeter cameras are already in place at all school campuses. Equipment is also available to allow classroom doors to remain locked at all times but propped open using a lock-block so that in emergencies they are closed from the inside and secured.

Q. I am a GUSD parent with a newly enrolled 11th grader. I am curious to know why it is so easy to gain access into the campus of Daily H.S? Why hasn't an intercom system been installed with cameras to see who is at the entrance as well as a metal detector? Right now these students and staff members are sitting ducks...

A. Staff are working with Daily administration to install secure entrance technologies this summer.

Q. Can the district replace the glass windows with metal plates in the classroom doors? These are easy to break and intruders can reach through and open the door.

A. Facility staff is conducting a safety inventory of every school to determine what additional safety measures need to be put in place for each campus. Part of the "Run, Hide, Fight" training includes protocols to cover door windows and to then create a barricade of furniture at the door should an intruder try to enter. This delays their entry and in most cases they would move on to an "easier" target. These windows also provide first responders, such as the police, access to see into the room after they identify themselves to the teachers and students inside so there is no plan to completely block the door windows in a permanent fashion.

Q. Suggestion: Add a SCHOOL SAFETY icon to the GUSD Homepage that links to all safety-related info (tip lines, rumor reporting, Glendale PD contact numbers, etc.) Currently, when searching the GUSD website, it is difficult to find all related pages, and none of them link to one another. This info should be in one easy to find location.

A. Thank you for your suggestion. We will get this icon and link activated on the GUSD website.

Q. To provide more security at campus entrances, especially in middle and high schools where there are multiple unsupervised entrances, would the District consider installing a key-card system so that students can scan their Student ID card to enter the campus?

A. Similar to the concerns about installing metal detectors at all entrances, key-card entrances for students may create more safety concerns. Students would be lined up in order to scan in each morning, creating a line of students who could be possibly victimized. Students could drop or lose their key card or give their key card to another individual, allowing someone without authorization the ability to enter the school. Finally, this would not deter active shooters who are current students, because they would have a key card to enter the school.

Q. Why is there only one anonymous tip line for GHS and no other school? Not everyone has access to or uses the GUSD app. Can the district establish one dedicated phone line for tips related to any school?

A. Thank you for your suggestion. We will work with our telephone provider to establish a District tip line.

Q. What is the GUSD's position on having metal detectors at school entrances, especially in middle and high schools?

A. GUSD will provide locked gates around all schools and supervision when students are entering and exiting. There is no plan to provide metal detectors at all school entrances. This would create a bottleneck for students and staff and create an opportunity for someone wanting to do harm with large numbers of students waiting to be scanned in each morning, similar to the shooting that occurred in 2013 at the Los Angeles Airport at the TSA checkpoint and screening area. GUSD does have equipment to conduct random searches using metal detecting wands and random searches are conducted as appropriate at middle and high schools.

Q. Will you be giving teachers bullet proof vests to wear?

A. No.

Q. What types of Safety Plans will be implemented for children who attend after school programs. Some of these programs run until 6pm and the Office staff and Administrators are not on site. What type of support is available for the teachers and teaching assistance during those hours?

A. These programs are open from 6:30am until 5:30pm or 6:00pm depending on the school site. All of the Early Education and Extended Learning Programs (EEELP) at the elementary and middle schools have safety plans and staff are trained in how to respond to emergencies. This training and support is provided by the EEELP Supervisors and Head Teachers assigned to each site and staff work closely with the schools' principals, office staff and support staff to create secure campuses throughout the hours of operation.

Q. How often is the school emergency procedures review or update, for example VW elementary was undergoing mayor upgrades, adding a new building, etc? This particular school don't have a fence in the front of the main building, should this been implemented to keep kids safe and far from intruders.

A. School plans are formally updated and submitted for District and law enforcement review once a year, no later than March 1st. When schools are going through construction, new buildings are added, or old buildings are removed the safety plan is reviewed and modified on an ongoing basis to reflect the current geography of the school. Facility staff is conducting a safety inventory of every school to determine what additional safety measures need to be put in place for each campus.

Q. What is being done to identify/profile/monitor/counsel potentially troubled students?

A. Early identification of potentially troubled or struggling students is critical. GUSD asks students and parents if you “See Something, Say Something” so that staff can investigate and provide interventions and supports quickly. All secondary teachers have been trained in the early identification students who exhibit self-harming behaviors, including behaviors that may be harmful to others. Students who are struggling with disruptive, aggressive or hurtful behaviors are worked with individually to determine what types of supports and interventions will result in a positive change. Some behaviors are due to environmental stressors in that child’s life and short term counseling and monitoring may be provided. Other behaviors may be connected to a disability and would need a more concentrated team approach. It is important that all students develop social-emotional skills including empathy for others to notice when a student is struggling so that they reach out to a trusted adult on behalf of the struggling student to get them help.

Q. When A school has a ZERO tolerance with regards to bullying, when does this administration quit calling it ‘behavioral issues’ and address what it really is, a boy who’s exhausted the resources the school provides. It’s been over a year and the school refuses to call it what it is...bullying. Our young children need help yes, but the children who are bullied need to see clear consequences, so they can feel safe and heard.

A. There is a great deal of confusion regarding what behaviors are considered to be bullying. GUSD staff work with a research-based flowchart to evaluate student behaviors to determine if they are isolated instances of student arguments or conflict or if the behaviors are repeated, power-based and intended to harm or demean another student. Bullying has become a wide-arching phrase to include all incidents of student conflict, rather than addressing those incidents that meet the research-based definition. Student discipline and supports and services for students with special needs are confidential. This can be a source of frustration for the parents of students who may have been harmed by another student when the school administrator cannot give details for how the incident was responded to with the other student and family. It is important that students feel that they are heard when incidents occur that make them feel unsafe at school. Students are encouraged to reach out to their teachers or school administrators when these incidents occur and parents are encourage to follow up with the teachers and administrators if their child shares this type of information with them. If a parent does not understand why a school staff member has responded to a situation in a particular manner, they are welcome to contact Dr. Rene Valdes in Student Support Services who can review the incidents and respond. He can be contacted at 818-241-3111, ext. 1285 or at rvaldes@gusd.net It is important to note however that Dr. Valdes cannot share confidential student information, but he can assure a parent after looking into an incident if the school team is following all avenues of support.

Q. Hello. I understand that the district is considering opening position(s) for school counselors to provide more support for students that may be struggling emotionally/psychologically. I would be interested in receiving more information about this as I live in the Glendale community, my daughter is a student in the GUSD and I am a psychotherapist. Can you please send information to me about potential positions opening up in GUSD for counselors, licensed professionals in Mental Health? thank you!

A. Thank you for your interest. All openings for employment are posted on the GUSD website on the Human Resources department page, www.gusd.net/Domain/50

Q. When does a student's ongoing (for months) disruptive behavior rise to the level of needing to be removed from classroom and taught in a more one on one environment!?? The ongoing bad behavior is hurting those around him/her and can lead to bullying from the children who resent the unchecked behaviors.

A. Needs and behaviors range from student to student. Students who are struggling with disruptive, aggressive or hurtful behaviors are worked with individually to determine what types of supports and interventions will result in a positive change. Some behaviors are due to environmental stressors in that child's life and short term counseling may be provided. Other behaviors may be connected to a disability and would need a more concentrated team approach or a more restricted instructional setting for that child. GUSD has a Behavior Support Team that can assist teachers, administrators and site personnel to work with and intervene in response to student behaviors that are harmful or disruptive to other students. In these cases behavior support plans are put in place and school staff meet with the parents to determine the appropriate course of action. It is important that all students develop social-emotional skills including empathy for others when a student is struggling and not resort to bullying out of frustration towards a child who may or may not in some cases be able to control their actions.

Q. Will grade-level appropriate active shooter/school lockdown training be provided to students? I understand that the Glendale PD has been providing this for local employers. At the school-level, I'd like to see this done along with specialists in human development & crisis counselors.

A. Schools engage students in a variety of safety drills that include the traditional fire drills, earthquake drills and lockdown/shelter in place drills. It is important to train students in a manner that is developmentally appropriate to provide them information, but not cause fears and emotional distress associated with being at school. Middle and High Schools have participated in active intruder and active shooter drills during school hours, but elementary schools focus on training students to follow the directions of adults regardless of the situation.

Q. How will you prepare students for any possible shooter situations?

A. Schools engage students in a variety of safety drills that include the traditional fire drills, earthquake drills and lockdown/shelter in place drills. It is important to train students in a manner that is developmentally appropriate to provide them information, but not cause fears and emotional distress associated with being at school. Middle and High Schools have participated in active intruder and active shooter drills during school hours, but elementary schools focus on training students to follow the directions of adults regardless of the situation.

Q. How will Special Ed students be protected?

A. This is a combination of practicing safety procedures with students who have special needs, collaborating with first responders who have specific training on working with individuals with special needs, and possibly providing additional security measures for classrooms that house students who may not be able to remain calm and quiet in an emergency situation. Rooms designated for students with special needs are clearly identified on school maps for first responders to better cue them on the specialized care they need to provide for these groups of students.

Q. Why were the children ushered into the gym instead of WALKING OUT?

A. The National Student Walkout on March 14, 2018 was planned for only 17 minutes, 10:00-10:17am., regardless of time zone This was a relatively short period of time to honor the 17 victims in Parkland, Florida and students returned to classrooms immediately afterwards. Providing a safe place on campus allowed for those students who wanted to engage in civic discourse a meeting area without compromising their safety by walking off school grounds. It diminished the disruption to the instructional program for students who chose not to participate and discouraged counter-protesters outside of the schools.