



COMPREHENSIVE SAFE SCHOOL PLAN

DATE: 10.23.2021

TO: Matt Hill, Ed.D., Superintendent

FROM: Wendy Heard

Burbank Adult School Comprehensive Safe School Plan For the 2022/2023 School Year

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

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

The entire plan was shared in a public meeting at our school on January 17, 2021, and is now being submitted for Board review.

Senate Bill 187: Comprehensive School Safety Plan Purpose

Background

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

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

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

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

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

Mission

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

Statement of Philosophy

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

School Climate Components

Personal Characteristics of Students and Staff

BAS serves 1165 students. The racial breakdown is: 53% Hispanic, 31% White, 7% Asian, 2% African American, 4% Other. The largest program is English as a Second Language (ESL) which serves 39% of the students, Adult Secondary Education and Adult Basic Education at 28%, Career and Technical Education serves 17% of the students, Parent Education, 9%, and Personal Enrichment serves 7%. There are 75 staff members at BAS.

School's Physical Environment

Burbank Adult School is located in the City of Burbank in Los Angeles County that has a low crime rate and an average poverty level. The immediate area around the school includes single family dwellings, apartments, a park, a church, and many local businesses.

School's Social Environment

Leadership at Burbank Adult School is shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Burbank Adult School towards excellence in the areas of academic and social behavior. Administration sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible and is committed to sensitivity concerning school safety and promoting a safe, orderly school environment conducive to learning.

School's Culture

There is a high level of cohesiveness among the staff members at Burbank Adult School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all students. All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the director, counselor, teacher and other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic efforts of students are recognized and rewarded. Teachers are encouraged to celebrate cultural diversity in their curriculum, but our usual events are canceled due to COVID.

Components of the Comprehensive School Safety Plan (EC 32281)

Burbank Adult School Safety Committee

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

Assessment of School Safety

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

Campus Crime

Assessed By: Wendy Heard
Date Assigned: October 1, 2021
Date Due: October 6, 2021

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

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

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

Number of Crimes: 0

Type(s) of Crime:

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

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

Number of Crimes: 262

Type(s) of Crime:

There were 262 crimes in the area during the period of April 4, 2021 to September 30, 2021. The largest crimes were (44) larceny (theft of personal property, (31) assault, (30) drugs and alcohol, (21) fraud, (21) burglary, (19) DUI, (17) vandalism, (16) vehicle break-in, (15) motor vehicle theft, (5) weapons, and (2) disturbing the peace. *Source is CrimeMapping.com*

DESIRED CHANGE

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

Improve awareness of staff, students and parents regarding the types of crimes within the school area.

Evaluation of Previous Goals

“PEOPLE” RELATED GOAL/ACTION PLAN(S)

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

Goal

Burbank Adult School is a safe and orderly environment where all students are to be free from harm.

Action Plan(s)

How will it be accomplished

Task(s)

Investigate addition of a Saturday campus security/custodian for the adult school.

Responsible Person(s)

By name and title

Wendy Heard, Director, in lieu of former director.

When will it/they be accomplished?

Spring 2020.

What is the status of this goal?

The position has been filled as of October 2021.

"PLACE" RELATED GOAL/ACTION PLAN(S)

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

Goal

Burbank Adult School is a safe and orderly environment where all students are to be free from harm.

Action Plan(s)

How will it be accomplished

Task(s)

Investigate installation of security camera in main hallway to deter crime and inappropriate activities.
Process all visitors through Raptor System at BAS.
Provide introductory training to BAS students and staff on crimes against persons and on Lockdown/Active Shooter Response.
Lock entry doors on Allan Avenue. Students/staff may exit through doors but entry would be limited through doors from the parking lot.

Responsible Person(s)

By name and title

Wendy Heard, Director, in lieu of former director.

When will it/they be accomplished?

The installation of security cameras will be targeted for the spring semester 2020. The other tasks are continuous.

What is the status of this goal?

Locking entry door on Allan Avenue has been implemented. BAS students and staff are trained; this is ongoing. Due to COVID, use of the Raptor System has ceased. We are evaluating whether to continue this practice or not. There are two cameras in the main hallway for safety.

Existing Resources

Assessed By:	Wendy Heard
Date Assigned:	October 1, 2021
Date Due:	December 1, 2021

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

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

California Adult Education Funds.

Child Abuse Reporting Assessment

Assessed By (Name & Title):	Wendy Heard
Date Assigned:	Oct. 1, 2021
Date Completed:	Oct. 6, 2021

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

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

Please email Mandated Child Abuse Reporting form to all faculty and staff members. Yes
Date Sent: Beginning of program year

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

Area of Desired Change

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

Disaster/Earthquake Plan Assessment

Assessed By (Name & Title): Wendy Heard and Safety Plan Committee
Date Assigned: October 1, 2021
Date Completed: December 1, 2021

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

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

1. Do you have a procedure for reacting to an earthquake?

Yes

Do you regularly train DROP, COVER, and HOLD ON followed by an evacuation and setting up task stations?

Disaster/earthquake drills are conducted twice each school year.

2. Incident Command, Search & Rescue, Medical/First Aid

Yes

Were all of the required/recommended supplies in place and serviceable for each task?

If no, BRIEFLY add what was missing or unserviceable.

Have the members of each team (Incident Command, Search & Rescue, and Medical) received adequate training?

Yes

If no, BRIEFLY describe desired training.

3. Communications Plan

Do you have a plan for communicating with students/staff? Parents? District Administration? And have you tested it? (Ex. Remind 101, group text, email, all call, etc.)

Yes

If no, BRIEFLY describe plan for improvement.

4. ADA Compliance/Special Needs

Do you have a plan for accommodating students or staff with known special needs during a disaster? (Ex: moving someone in a wheelchair down the stairs, visual alerts for DHH students, etc.)

Yes

If no, BRIEFLY describe a plan for improvement.

Area of Desired Change

Briefly detail desired change here.

Supply bin is full with supplies. School will purchase a digital blood pressure monitor device to update the old device. Inventory of radios will be reviewed. New radios will be purchased if needed. Each classroom will be checked to ensure they are stocked with classroom backpack supplies.

Suspension/Expulsion Assessment

Assessed By (Name & Title):

Wendy Heard

Date Assigned:

October 1, 2021

Date Due:

October 6, 2021

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

The following data can be found on the Student Services Google drive, under Discipline. There is data on previous years and the current year.

Your school number of suspensions in the previous school year:

0

District average number of suspension for the previous school year:

Only from the same grade levels as your school - Elementary Schools / Middle Schools / High Schools

Reason for suspensions

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

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

Your number of expulsions in the previous school year:

Same rule as suspensions

0

District average number of expulsions for the previous school year:

Same rule as suspensions

0

Reason for expulsions

Same rule as suspensions

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

Desired Change

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

Adult Education programs do not do suspensions. Expulsions occur only in extreme cases and are recorded in our attendance system. However, we have no way of making sure students who have been expelled from the adult school do not return and self-register themselves into CTE courses.

Procedures to Notify Teachers of Dangerous Pupils Assessment

This assessment to be conducted by Principal or Administrator Only!

Assessed By (Name & Title):	Wendy Heard
Date Assigned:	Oct. 1, 2021
Date Completed:	December 1, 2021

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

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

The BAS administration meets with the counselors and with the teachers who will be working with the student.

How is the student supported?

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

The student is supported through check-ins by the school counselor and special education teacher (if applicable). Academic counseling is provided.

DESIRED CHANGE

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

This policy is applicable to K-12 schools. While it may not apply to adult education, the administration does notify teachers and counselors regarding students that may be deemed difficult or dangerous.

Discrimination, Harassment & Bullying Assessment

Assessed By (Name & Title):

Wendy Heard

Date Assigned:

Oct. 1, 2021

Date Due:

Oct. 6, 2021

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

Was the current version of District policy reviewed?

If no, please provide a brief description why the policy was not reviewed.

Yes

Is your school compliant with required/recommended training?

If no, please describe desired change

Yes

Is your school compliant with required/recommended forms/materials?

If no, please describe in desired change

Yes

Desired Change

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

Dress Code Assessment

Assessed By:

Date Assigned:

Date Completed:

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

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

Adult School does not
have a dress code.

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

How many violations were reported during the previous school year?

0

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

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

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

Area of Desired Change

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

Safe Ingress/Egress Assessment

Assessed By: Wendy Heard
Date Assigned: Oct. 1, 2021
Date Due: October 6, 2021

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

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

How many open ingress/egress points to the school?

There are three entry points into the school.

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

There are daytime and evening campus supervisors, including classified and/or administrators during class time Monday – Friday.

Desired Change(s)

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

Traffic Safety Survey

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

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

Dates Surveyed

Elayne Howitt, October 1, 2021

Surveyor(s)

Double Parking	Drop-off Average	Pick-up Average
	None	
Driving on the Wrong Side of the Road	Drop-off Average	Pick-up Average
	None	
Cell Phone	Drop-off Average	Pick-up Average
	None	
Unsafe Pedestrian Crossing	Drop-off Average	Pick-up Average
	None	
Dropping Off/Picking Up While Blocking Traffic or Crosswalk	Drop-off Average	Pick-up
	None	
Parking Violations (Red Zone, Fire Hydrant)	Drop-off Average	Pick-up
	None	
Unsafe Speed	Drop-off Average	Pick-up Average
	None	
U-Turns	Drop-off Average	Pick-up Average
	None	

Self-Initiated Assessment

Assessed By: Wendy Heard

Date Assigned: October 1, 2021

Date Due: December 1, 2021

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

What is being assessed?

Safety from the COVID-19 pandemic is a priority of the adult school. We are committed to the health and safety of all our staff and students. To that end, our goal is to inform and teach students on how to do weekly self-screenings prior to attending school. Students are recommended to stay home if they are displaying any symptoms related to the common cold.

Is there a policy for this?

There are standard practices at the K12 campuses regarding self-screening. No actual policy is in place as of now at the adult school.

Identify the gaps in this and recommend a desired change.

We need to improve on communicating the message across campus to avoid a contagious effect in the school.

- Email students on how to do the weekly screenings using a copy of the district email blast on self-screening.
- Clarify language to teachers on what to tell students about coming in with symptoms, such as getting a COVID test.
- Order a large supply of disposable masks for each classroom.

Desired Change

We need to address how to email all students using ASAP (attendance system), and how to disseminate the information for those students without email addresses.

School Discipline Rules & Procedures Assessment

Assessed By (Name & Title):

Wendy Heard

Date Assigned:

October 1, 2021

Date Due:

October 6, 2021

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

Were disciplinary policy and procedures reviewed?

Yes

If no, provide a brief explanation why.

Based on your review, is your school in compliance with disciplinary policy and procedures?

Yes

Consider any required training, reporting documents, etc. If no, describe in desired change.

Number of disciplinary office referrals in the previous school year:

Only the numbers. You should not ask for or get students names.

0

District average of disciplinary office referrals in the previous year:

As compared to the same grade level schools

0

After reviewing disciplinary data did you notice any trends or patterns?

Were any subgroups surprising?

Were disciplinary issues occurring in any particular areas or locations?

Are there any proactive strategies you could implement?

Desired Change

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

In adult education, student discipline is not common given the population. Every disciplinary action is assessed on a case by case basis.

Tactical Procedure Assessment

Assessed By: Wendy Heard
Date Assigned: October 1, 2021
Date Due: October 6, 2021

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

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

Are your school faculty and staff meeting this expectation?

Y

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

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

Y

Desired Change

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

Visitors on Campus Assessment

Assessed By: Wendy Heard
Date Assigned: October 1, 2021
Date Due: December 1, 2021

Did you read the policy for handling visitors on campus? If no, briefly explain why.

Yes

Are the policies and procedures for registering visitors being followed at your school?

Yes

Are office personnel and/or campus supervisors informed of the policy and trained on the visitor procedure?

Yes

Desired Change

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

The campus is generally open to the public. Staff needs to be more cognizant of preventing those visitors who are only interested in visiting the campus to use the restrooms. This is a liability and safety concern. Although the campus is open for visitors, staff will do the best to check-in visitors between the 3-6pm hours since the adult school is sharing the campus with the Boys & Girls club during those hours. Additionally, the club will have designated (not shared) restrooms for them specifically.

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

Hate Crime Assessment

Assessed By: Wendy Heard
Date Assigned: Oct. 1, 2021
Date Due: October 6, 2021

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

Number of hate crimes reported on campus from the previous year:
Just the number. You do not need to include names or circumstances

0

Compliant with required training?

If training is required in the policy, check to make sure all requirements are met. Training may be an area of desired change.

Yes

Compliant with any required forms/materials?

If forms or materials are required in the policy, make sure those forms and materials are in place.

Yes

Desired Change

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

Lockdown Assessment

Assessed By: Wendy Heard
Date Assigned: October 1, 2021
Date Due: October 6, 2021

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

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

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

Yes, staff have been trained.

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

Yes, staff know how to make an announcement from their classroom or office phones.

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

No

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

Yes, staff are aware that communication may be through text, email or radio.

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

Yes, staff and students have been trained.

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

Desired Change

Purchase of new Door Blok for all rooms. With the new Door Bloks, doors can remain accessible from the outside but can be easily locked in case of a lockdown, and even a fire.

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

Assessed By: Wendy Heard
Date Assigned: October 31, 2021
Date Due: December 31, 2021

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

Is there a business/thoroughfare posing a possible hazardous material concern with ¼ mile of the school?

No

If yes, list the business(s) / thoroughfares

Does your school have a “Shelter in Place” (SIP) plan?

Shelter in place is different than a lockdown plan. Please refer to the Shelter in Place Assessment sheet.

Yes

Does the school campus evacuation plan include these locations?

Each site should have an evacuation plan to two different off-campus sites. The path should avoid the businesses or thoroughfares that could be hazardous.

Desired Change

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

Shelter in Place Assessment

Assessed By: Wendy Heard
Date Assigned: October 1, 2021
Date Due: October 6, 2021

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

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

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

Staff has been trained in lockdown and emergency procedures such as shelter in place.

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

Yes, staff know how to make campus-wide announcements from their classrooms.

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

No.

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

Yes, staff has reviewed plan for internal communication using email, text messages and radios.

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

Yes, staff has been trained.

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

Desired Change

Desired Change Log

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

Assessment	Desired Change
Staff and teachers are familiar with their specific roles in case of a disaster. However, they are unfamiliar with other roles.	Staff and teachers will be cross-trained by rotating duties during disaster drills. This will make the school more effective in case of an absence or someone’s inability to perform a role.

People/Place Goal and Action

“PEOPLE” RELATED GOAL/ACTION PLAN(S)

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

Goal

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

Safety from the COVID-19 pandemic is a priority of the adult school. We are committed to the health and safety of all our staff and students. To that end, our goal is to inform and teach students on how to do weekly self-screenings prior to attending school.

Action Plan(s)

How will it be accomplished

Task(s)

- Email students on how to do the weekly screenings using a copy of the district email blast on self-screening.
- Clarify language to teachers on what to tell students about coming in with symptom, such as getting a COVID test.
- Update the COVID-19 banner on the gate entrances to the school. For example, “*Do you have a runny nose?*”
- Order a large supply of disposable masks for each classroom.

Responsible Person(s)

By name and title

Wendy Heard, Director

When will it/they be accomplished?

Fall 2021. Updating banner may be completed by summer of 2022 given any new COVID-19 related directives.

"PLACE" RELATED GOAL/ACTION PLAN(S)

Goal

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

Burbank Adult School parking lot is a safe and orderly environment where all students can ingress and egress safely on foot or in a vehicle.

Action Plan(s)

How will it be accomplished

Task(s)

Need to add signs that are clearly visible to prevent students from exiting the parking lot the wrong way.
Need to remind students about leaving the parking lot slowly and in orderly fashion.

Responsible Person(s)

By name and title

Wendy Heard

When will it/they be accomplished?

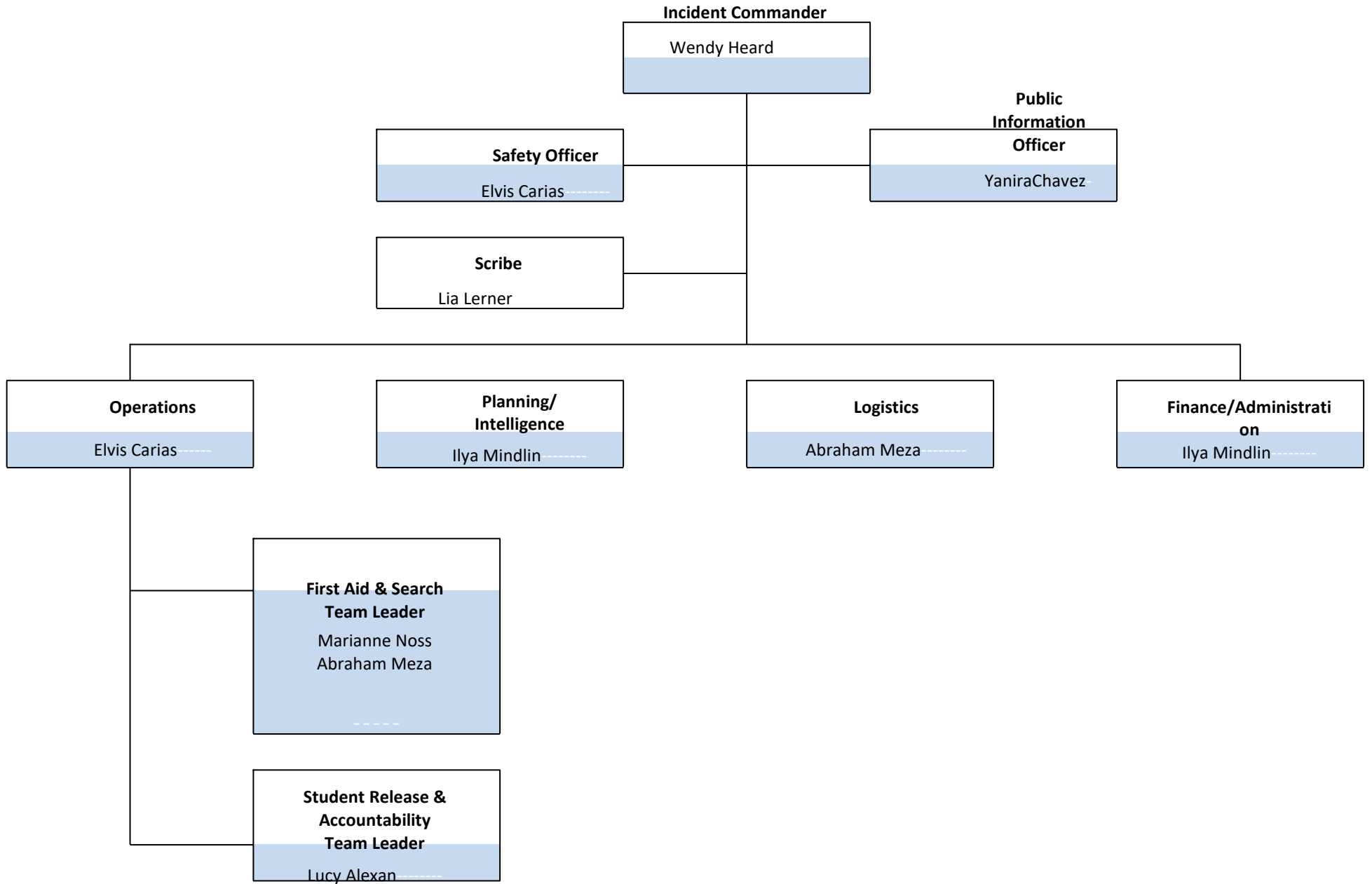
The installation of signs will be targeted for spring 2021. The other task is ongoing.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

Burbank Adult School Incident Command System



Incident Command Team Responsibilities

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

Incident Command System Functions

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

1. The Command Function is responsible for the directing, ordering, and controlling of resources by virtue of explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer, Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICS structure, which have not been formally activated. In addition to the primary ICS functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.
2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Incident Action Plan. This is the most complex and primary established function.
3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.
4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
5. The Finance/Administration Function is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

Incident Command System Principles

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

Incident Command System Components

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

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

UNIFIED COMMAND

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

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

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

Advantages of using Unified Command

1. One set of objectives and strategies are developed for the entire incident.
2. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
3. Duplicative efforts are reduced or eliminated, thereby reducing cost, frustration, and potential conflict.

Command Staff Responsibilities

Incident Commander:

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

Deputy Incident Commander:

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

Safety Officer:

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

Public Information Officer:

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

Agency Liaison Officer:

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

General Staff Responsibilities: Function Chiefs

Operations Chief:

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

Planning/Intelligence Chief:

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

Logistics Chief:

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

Finance/Administration Chief:

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

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

General Staff Responsibilities: Search & Rescue

Search & Rescue Director:

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

Search & Rescue Team(s):

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

General Staff Responsibilities: Medical First Aid

Medical First Aid Director:

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

Medical First Aid Team(s):

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

Morgue Team:

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

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

Evacuation Area Director:

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

Parent Check-in Team(s):

- Organize and control the parent check-in area

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

Student Check-out Team(s):

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

Authorized Student Release Gate Team(s):

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

Staff Buddy Assignments (Teachers):

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

General Staff Responsibilities: Campus Security

Campus Security Director:

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

Security Team(s):

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

Utilities Team:

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

General Staff Responsibilities: Emergency Supplies

Emergency Supplies Team (Logistics):

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

EMERGENCY RESPONSE PROCEDURES

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

Reporting an Incident

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

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

Common Communication Plan Procedures

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

Communication hardware and systems available:

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

The following individuals will have two-way radios:

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

Communication Center Set-up Procedures:

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

Internal Communication during an Incident:

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

External Communication during an Incident:

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

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

Site Specific Emergency Procedure

Types of Emergencies & Specific Procedures

Aircraft Crash

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

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

Bomb Threat/ Threat of violence

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

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

Campus Security Procedures

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

Campus Security Procedures

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

6. Unlock and secure the designated exit for use by Emergency Responders and their vehicles.

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

Utilities Team Shutoff Procedures

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

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

Site Specific Emergency Campus Security Procedures

Lockdown Procedures

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

1. A lockdown may be initiated by an announcement over the PA, the announcement from the lockdown button, radio communication, text or email. Gunfire or other commotion may indicate the need to immediately lockdown.
2. Lock the doors, turn off lights, close the blinds, and stay out of sight. **Do not open a door after a lockdown initiation under any circumstances.**
3. Take cover within the room and consider preparing to go on the offensive.
4. Notify police, call 911. Advise police if you know the location, description or identity of the threat, or if you need medical direction for a victim.
5. Students, staff, or visitors found outside of classrooms during a lockdown initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.
6. Ignore all other bells. If a fire bell sounds during a lockdown, you are to remain in your room or secured location until advised what to do via Email, text, telephone, or public address system. Do not automatically evacuate until you receive specific instructions.
7. Notify the Superintendent or designated District EOC, if possible.
8. Do not attempt to restrain a student who runs outside.
9. If possible, silently take roll and account for students and staff. Notify Command Staff (via E-mail, text, or phone) of any missing persons or persons who were swept in from the outside.
10. Communication during the lockdown will take place via text or Email. Continue to monitor your texts or email. Once the school is secured, a text or email will be sent giving information relative to the situation. For extended lockdowns, regular texts or Emails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: When dialing 911, the school's black digital Cisco phones inform Burbank police dispatch of your exact building and room location.
11. Until specific directions are given, students should not use cell phones to place calls, send texts, or access the internet or social media. All cell phones must be silenced. If the lockdown lasts for an extended period of time, directions will be given to teachers by email, text, or phone as to how cell phones or other communication devices may be used by students.

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

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

Site Specific Lockdown Procedure

Search & Rescue Procedures

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

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

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

Site Specific Search and Rescue Procedure