



# Laguna Beach Unified School District

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## LBUSD 2018-19 Comprehensive District & School Safety Plan

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Laguna Beach Unified School District  
550 Blumont Street  
Laguna Beach, CA 92651

# Preface

The Comprehensive District and School Safety Plan is designed to be utilized as a school resource for prevention, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187, in compliance with California Education Code 32286 and Board Policy 0450, and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

This document is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

**It is *NOT* intended to be a “grab and go” guide in an actual emergency.**

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## *CATEGORY 1.*

### *LBUSD SCHOOL SITE SAFETY PLAN OVERVIEW*

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- 1.1 SB 187: School Safety Plan
- 1.2 First Things First
- 1.3 District and Parent Responsibilities for Students
- 1.4 School Safety Planning Committee

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## 1.1 SB 187: School Safety Plan

### Introduction

*Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)*

*Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)*

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or LBUSD Safety Committee. Based on this assessment, safety goals will be set for the upcoming school year.

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

## **IMPLEMENTATION OF PLAN**

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

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## 1.2 First Things First

**Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.**

### Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness brochures are available from the local chapter of the American Red Cross, Orange County Office of Emergency Services, or [www.ready.gov](http://www.ready.gov).

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a designated individual (see Emergency Contacts) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

**Disaster Service Worker Status: *California Government Code*** Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.



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## 1.3 District and Parent Responsibilities for Students

### **DISTRICT RESPONSIBILITY**

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
  - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
  - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

### **PARENT RESPONSIBILITY**

Parents and legal guardians of students will complete a Student Health/Emergency Contact Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times and must notify their child's school with any changes.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

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## 1.4 School Safety Planning Committee

*The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1*

*The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)*

*Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)*

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Staff leaders
- Additional parent representatives

# LAGUNA BEACH HIGH SCHOOL

## Safety Plan Signature Page

### 2017 - 2018

The undersigned members of the Laguna Beach Unified School District Safety Committee recognize that the requirements for the SB 187 Safety Plan have been met and recommend approval of this comprehensive school safety plan by the Governing Board.

No.	Name	Site	Title	Signature
1	Ann MoneyMaker	DO	Admin Asst.	A. May
2	Chris Duddy	EMES	Principal	Chris Duddy
3	Diego Perez	EMES	Maintenance Worker III	[Signature]
4	Durinda Klein	LBHS	Admin. Assist	D Klein
5	Elizabeth Phillips	TMS	Health Clerk	E Phillips
6	Eric Moore	TMS	Campus Supt.	E Moore
7	Jeff Dixon	DO	[Signature]	[Signature]
8	Lisa Brackez	TMS	Asst. Principal	L Brackez
9	Luis Antonio	TMS	Special Instruction	Luis Antonio
10	Margaret Warder	TOWES	Principal	Margaret Warder
11	Michael Morrison	DO	CTO	M Morrison
12	Mike Conlon	TOWES	Principal	[Signature]
13	Robert Billinger	LBHS	Asst. Principal	R Billinger
14	Ryan Zajda	DO	Director of Facilities	R Zajda
15	Victoria Webber	DO	Victoria W	Victoria W
16	William Guido	TOW	[Signature]	[Signature]

The undersigned Site Principals, and on behalf of their corresponding School Site Councils, recognize that the requirements of Board Policy 0450 have been met and recommend approval of this comprehensive school safety plan by the Governing Board.

1	Jason Allemann	LBHS	[Signature]
2	Mike Conlon	TOW	[Signature]
3	Chris Duddy	EMES	Chris Duddy
4	Jenny Salberg	TMS	Jenny Salberg

## *CATEGORY 2.*

### *DEFINITIONS*

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#### 2.1 Definitions: Incidents, Emergencies, Disasters

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## 2.1 Definitions: Incidents, Emergencies, Disasters

### **Incident**

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

### **Emergency**

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

*Emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

*Emergency* also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

## **Disaster**

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

*CATEGORY 3.*  
*EMERGENCY RESPONSE PROCEDURES & DRILLS*

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- 3.1 Basic Actions
- 3.2 Earthquake Overview and Drills
- 3.3 Fire Drills
- 3.4 Fire
- 3.5 Active Shooter/Lockdown Drills
- 3.6 Lockdown Active Shooter
- 3.7 Power Outage / Rolling Blackouts
- 3.8 Shelter-in-Place
- 3.9 Bomb Threat
- 3.10 Intruder on Campus
- 3.11 Hostage Situation
- 3.12 Poisoning, Chemical Spills, Hazardous Materials

In accordance with Board Policy 0450, an emergency and disaster preparedness plan shall be developed by the Superintendent. The plan shall include procedures for routine emergency and disaster drills.



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## 3.1 Basic Actions

Most emergency responses are covered by the following Basic Actions:

### **A. Action: STAND BY**

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

### **B. Action: EVACUATION**

ACTION: EVACUATION consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: EVACUATION is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

### **C. Action: TAKE COVER**

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

## D. Action: DROP

**WARNING:** The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
  - Immediately **TAKE COVER** under desks or tables and turn away from all windows
  - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
  - Earthquake: move away from buildings
  - Take a protective position, if possible
- c. Explosion/Nuclear Attack:
  - Take protective position, **OR**,
  - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

## E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

## F. ACTION: DIRECTED TRANSPORTATION

**WARNING:** Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, or Fire. It may be appropriate for, but not limited to, movement away from:

- a. Fire
- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Chemical & Biological Gas Alert
- g. Specific Man-Made Emergency (shooting, fire, etc.)

## **G. ACTION: GO HOME**

Action: **GO HOME** consists of:

- a. Dismissal of all classes
- b. Return of students to their homes

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, website, phone distribution lists, or other means will be requested.

## **H. ACTION: CONVERT SCHOOL**

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

## 3.2 Earthquake Overview and Drills

### Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

<b><u>Earthquake Size</u></b> <b><u>Descriptions</u></b>		
<b>Descriptive Title</b>	<b>Richter Magnitude</b>	<b>Intensity Effects</b>
<b>Minor Earthquake</b>	<b>1 to 3.9</b>	Only observed instrumentally or felt only near the epicenter.
<b>Small Earthquake</b>	<b>4 to 5.9</b>	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
<b>Moderate Earthquake</b>	<b>6 to 6.9</b>	Moderate to severe earthquake range; fault rupture probable.
<b>Major Earthquake</b>	<b>7 to 7.9</b>	Landslides, liquefaction and ground failure triggered by shock waves.
<b>Great Earthquake</b>	<b>8 to 8+</b>	Damage extends over a broad area, depending on magnitude and other factors.

# Earthquake

## DROP, COVER, and HOLD

### **Earthquake procedures in the classroom or office**

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures in other parts of the building**

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures while outside**

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home

**While in a vehicle or school bus**, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

## Earthquake Drills Procedures:

### **Indoor Earthquake Procedures:**

When you feel an earthquake, or when an earthquake drill is announced, order the **Drop, Cover**, and **Hold** position to the students. The students and teacher perform this in the following manner:

1. Face away from windows
2. **Drop** to your knees and seek shelter under a desk or table
3. If a chair is nearby, attempt to pull it in behind you, providing shelter for your legs
4. **Cover** your head with one arm
5. **Hold** onto a leg of the desk, table or chair with the other hand
6. Stay in this position for at least one minute or, in a real situation, until the shaking stops

The teacher or pre-designated person should open the door and place a doorstop, of any kind, in between the door and door jam. This will keep the door from becoming jammed, trapping everyone inside.

### **Outdoor Earthquake Procedures:**

If you are outside when an earthquake occurs and there are students present, order the “Duck and Cover” position. This is where the students will:

1. Stop
2. Move away from windows or other items that are likely to break or fall
3. Drop to a squatting position with one knee on the ground
4. Duck their head and cover it with one or both arms

When the shaking has stopped and it has been deemed safe, evacuate all students who are able to walk to the earthquake evacuation area (away from fences and power lines) through the safest route possible. If your primary route is blocked, use alternate routes. Students should walk in a quiet and orderly fashion to the evacuation area.

An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Note: If you have injured/immobile students or staff, stay with them in the room, have your buddy teacher take your class out to the evacuation area. Do not attempt to move or evacuate them unless their lives are in immediate danger (fire, gas, leak, explosion, etc.,). Place the "Injured" sign in the window or on the door, indicating injured people are inside that room. If you are outside, report the number of students and their location.

Once you arrive at the evacuation area, seat students in a single file line, away from fences or walls that are likely to collapse. Take attendance from those students present and complete a student report of students missing, unaccounted for, or injured.

Stay with your students at all times, unless you are relieved for secondary duties as assigned by the incident commander.

A crisis team member will be coming by to check on student accountability, inform them of your class' status.

If students are dismissed to the command center for re-unification with family members, complete the student release slip.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

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### 3.3 Fire Drills

*Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.*

*(Code of Regulations, Title 5, Section 550)*

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas are established away from fire lanes.
4. Students are to remain with their teacher, seated, in the evacuation area. Teachers shall take student attendance once in the evacuation area and note student information on designated card.
5. When evacuating the building, display the green card if all your students are accounted for, red card for injured students, and yellow card if any assigned students are missing.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.
7. At the conclusion of the drill, return students to the classroom in a single-file.



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## 3.4 Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Route posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
  - Order an evacuation if the fire alarm doesn't work
  - Call 9-1-1
  - Notify the superintendent or designee
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their emergency backpacks to the evacuation site and take attendance. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

## Fire Near School

### a. **The Principal or designee shall:**

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

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## 3.5 Active Shooter/Lockdown Drills

The following procedures are to be followed when the following announcement is given:

“Attention all staff, we are now in lockdown mode. Please go into lockdown procedures immediately.”

1. Teachers immediately lock doors, turn off lights, and close all window shades.
2. With students, build barricades for all entrances.
3. Move students to a low visibility area of the classroom
4. If outside, enter the nearest building (remember code word)

Under no circumstances are classes to evacuate their rooms due to a Fire Alarm. If evacuation is required, an announcement will be made over the intercom only.

During and after the drill, students may be frightened and possibly have erratic behavior.

Active shooter Drill Assessment Sheet

Room	Door Barricade	Windows Covered	Lights	Interior Barricade	Teacher & Students behind Barricade	PE at Gates	All Clear Code	Evacuation Yes / No

---

## 3.6 Lockdown: Active Shooter

An Active Shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active Shooter response is a partnership with local law enforcement.

### **Immediate actions should include:**

- Students and staff go into classrooms/buildings or run to off-site evacuation area.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter, or if you need medical assistance for a victim.
- Administration notifies the Superintendent or designee

### **Intermediate activities:**

- Place a red card under the door/in a window if you have a serious injury in the classroom
- Account for all students by taking attendance
- Remain calm and conduct anxiety-reducing activities

### **Evacuation:**

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

---

## 3.7 Power Outage / Rolling Blackouts

### **IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.**

There are several stages of alerts that will be declared broadcast:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

### **PREPARING FOR AN OUTAGE – Principals and Staff**

- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as student runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Use surge protectors for all computer equipment, major appliances and electronic devices.

## **DURING AN OUTAGE**

- CONTACT FACILITIES IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent or designee for directions (release students/staff, evacuation to another site, etc.).

---

## 3.8 Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- **SHELTER.** Go inside the nearest building or classroom and remain inside. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
  - If there is no direction, continue instructional/work activities until the situation resolves or you're directed to do otherwise.

### **ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:**

- **Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- **A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.



---

## 3.9 Bomb Threat

**Most likely, threats of a bomb or other explosive device will be received by telephone.**

### **THE PERSON RECEIVING THE BOMB THREAT WILL:**

- Attempt to gain as much information as possible when the threat is received.  
Do not hang up on the caller.
- Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- **When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves - could trigger a bomb).

### **BUILDING ADMINISTRATOR WILL (IF NECESSARY):**

- Call 9-1-1. Give the following information:
  - Your name
  - Your call-back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured

- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

## **PLACE THIS FORM UNDER YOUR TELEPHONE**

### **Questions to Ask:**

When is the bomb going to explode?

Where is the bomb?

What does it look like?

What kind of bomb is it?

What will it cause if it explodes?

Did you place the bomb?

Why?

What is your address?

What is your name?

---

## 3.10 Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

### **Low Level:**

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon administration or law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or school grounds:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym/classroom.
- Spread SHELTER-IN-PLACE or LOCKDOWN/ACTIVE SHOOTER alarm throughout rest of school as appropriate.

---

## 3.11 Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is upset and may be mentally unstable, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM.**
- If and when possible, call Administration and/or 9-1-1.

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## 3.12 Poisoning, Chemical Spills, Hazardous Materials

### **POISONING:**

If a student ingests a poisonous substance:

- Notify Administration
- Notify the Health Services Office
- Call Poison Control Center Link Line 1-800-222-1222, if directed by Administration. Take appropriate first aid measures
- Call parents, if directed by Administration

**Following any emergency, Administration will notify the Superintendent's Office**

### **CHEMICAL SPILL ON SITE:**

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter-In-Place Protocol
- Secure the area (block points of entry)
- If possible, identify the chemical and follow the procedures for that particular chemical.
- Notify Administration and the District Office.

## **Spill Clean Up**

Chemical Spills may not be cleaned up by school personnel. Call the District Office, Facilities Department at 949-497-7700. The cleanup will be coordinated through a designated contractor.

## **HAZARDOUS SUBSTANCES**

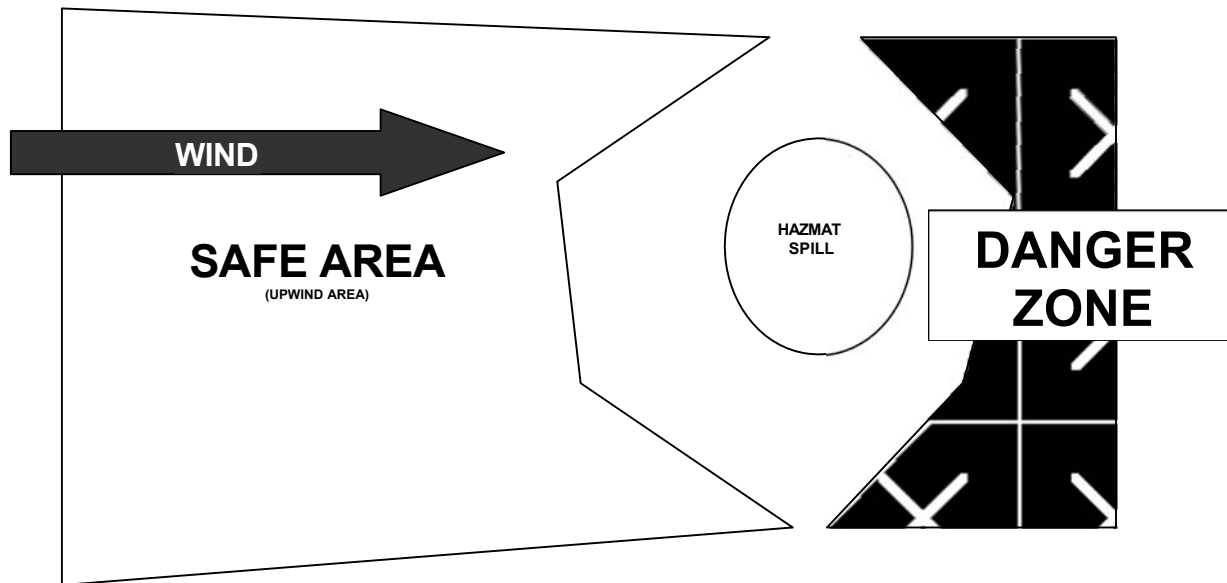
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office, FACILITIES DEPARTMENT at 949-497-7700.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

### **VEHICLE FUEL SPILL**

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" to contain the spill



- Identify the source, estimated quantity spilled and stop further release(s) -  
IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 911

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

*CATEGORY 4.*  
*EMERGENCY EVACUATION ROUTES & PROCEDURES*

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- 4.1 Emergency Evacuation Routes and Procedures
- 4.2 Emergency Evacuation Routes

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## 4.1 Emergency Evacuation Routes and Procedures

### **In an Emergency Building Evacuation all employees will:**

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to Administration.

### **In an Emergency Building Evacuation teachers will also:**

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard evacuation assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly.

Account for all students.

Check room and report anything amiss to Administration.

Debrief students to calm fears about the evacuation.

### **Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent or designee of the Campus Evacuation.

Cooperate with emergency authorities in assisting students/staff with safe transport.

Direct the evacuation, assure all students/staff are accounted for as they depart and arrive at predetermined evacuation location.

---

## 4.2 EmergencyEvacuationRoutes

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

This section provides the emergency evacuation routes for each school site and District Office.

# District Office Emergency Evacuation Routes

<INSERT HERE>

## LBHS Emergency Evacuation Routes

<INSERT HERE>

# TMS Emergency Evacuation Routes

<INSERT HERE>



# TOW Emergency Evacuation Route

<INSERT HERE>

## ELM Emergency Evacuation Route

<INSERT HERE>

*CATEGORY 5.*  
*MEDICAL EMERGENCIES*

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- 5.1 Medical Emergencies
- 5.2 Triage Guidelines
- 5.3 Suicide
- 5.4 Mass Casualty
- 5.5 Bio Terrorism

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## 5.1 Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. **Take only those measures you are qualified to perform.**

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

### Rescue Breathing

Gently tilt the head back and lift the chin to open the airway.

Pinch the nose closed.

Give two slow breaths into the mouth.

Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

If you are doing the procedure correctly, you should see the chest rise and fall.

### To Stop Bleeding

Apply direct pressure to the wound.

Maintain the pressure until the bleeding stops.

If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

### Treatment for Shock

Do whatever is necessary to keep the person's body temperature as close to normal as possible. Attempt to rule out a broken neck or back. If no back or neck injury is present, slightly elevate the person's legs.

## **Choking**

Stand behind the person.

Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

Grasp your fist with your other hand, give an abdominal thrust.

Repeat until the object comes out.

If required, begin rescue breathing.

---

## 5.2 Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

<b>TRIAGE Priorities</b>	
<b>Highest Priority - RED TAG</b>	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
<b>Second Priority - YELLOW TAG</b>	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>	
1.	Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>	
1.	Obviously mortal wounds where death appears reasonably certain
2.	Obviously deceased

# S.T.A.R.T. Plan Triage Checklist

**This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.**

## **Initial contact**

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

## **Assess respiration (normal, rapid, absent)**

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

## **Assess perfusion (pulse, bleeding)**

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

## **Assess Mental Status (commands, movement)**

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- Color determination will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

---

## 5.3 Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

### **Do's**

- |          |                                                                                                                                                                                                                                                |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen   | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.                                                                                                           |
| Observe  | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.                                                                    |
| Ask      | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team (CRT) member or Administrator. Never attempt to handle a potential suicide by yourself.                                                                                                      |
| STAY     | with the person. Take the person to a CRT member or Administrator and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.                                          |

### **Don'ts**

- |       |                                                                                                                                                                                                                                                                                              |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Don't | leave the person alone for even a minute.                                                                                                                                                                                                                                                    |
| Don't | act shocked or be sworn to secrecy.                                                                                                                                                                                                                                                          |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.                                            |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you provide counselling.                                                                              |



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## 5.4 Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.  
**Note:** A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm and reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent or designee to determine need to send students home

**Mass Casualty**

**PATIENT TRACKING SHEET  
SCHOOL \_\_\_\_\_**

Paramedic Tag #	Victim Name	Parent(s) Notified	Time of Departure	Hospital

---

## 5.5 Bio Terrorism

### **Anthrax Threat**

#### **How to identify suspicious letters or packages**

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

#### **Suspicious unopened letter or package marked with threatening message such as “Anthrax”**

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove the cover.

- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

### **Envelope with powder or powder spills out onto a surface**

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove the cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

### **Possible room contamination by aerosol**

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- **Move upwind, uphill, upstream.**
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

### **DO NOT PANIC**

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

## **Botulism**

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

### **Foodborne Botulism**

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

### **Inhalational Botulism**

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

## **Smallpox**

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for mandatory vaccinations. There is no proven treatment should infection occur.

## 5.6 Medical and Food Supplies List

In September, each site safety team shall assess their supplies, replace, add, or remove supplies as needed and submit an updated list for the current school year to the Facilities Department by October 31<sup>st</sup>.

Medical and Food Supplies List				
1		Each	Large 1 <sup>st</sup> Aid Kits (Metal Containers) ( <i>contents listed below</i> )	
2		Rolls	2" Gauze Wrap	
3		Rolls	Elastic Wraps w/clips	
4		Each	Triangular Bandages	
5		Box	3 x 3 Sterile Gauze Pads (25 per box)	
6		Rolls	Medical Tape	
7		Box	¾" x 3" Band-aids (100)	
8		Box	1 " x 3" Band-aids (100)	
9		Box	2" x 2 ½" Finger Tip Band-aids (50)	
10		Box	1 ½" x 3" Knuckle Band-aids (50)	
11		Box	2" x 4" Band-aids (6)	
12		Box	18" x 36" Gauze Compress (2)	
13		Box of 100	Non-Latex Gloves, size M	
14		Box of 100	Non-Latex Gloves, size L	
15		Each	Instant Cold Packs	
16		Each	Scissors, Small	
17		Each	Scissors, 6 ½ Inch	
18		Each	Scissors, 3 ½ Inch Cuticle	
19		Each	Plastic Tweezers	
20		Doz	Safety Pins	
21		Box	Ammonia Inhalants (12 per box)	
22		Box	Alcohol Wipes (100)	
23		Containers	Hand Wipes	
24		Bottles	Hydrogen Peroxide Spray	
25		Box	Aspirin Packs (50)	
26		Box	Non-Aspirin Packs (Tylenol) (50)	
27		Box	Pain Reliever (Motrin) (50)	
28		Bottles	Antiseptic Liquid (Band-Aid Brand)	
29		Bottles	Eye Wash	
30		Box	Iodine Wipes (100)	
31		Cans	Burn Spray (Solarcaine)	
32		Box	Feminine Supplies	
33		Each	Pocket Kleenex (8 packets per box)	
34		Box	Paper Cups, 5 oz (100)	
35		Cases	Food Bar (packed in 144 bars per case)	

36		Each	Water Pouches (packed in 100 pouches per case)	
37		Bottles	Water Purification Tablets (50 per bottle)	
38		Each	Cups, 8oz, White Disposable	
39		Each	Portable Water Bags/Storage, 2 Gal (empty)	
40		Each	Portable Igloo Water Dispensers (empty)	
41		Each	Portable Pumps for 55 Gallon Water Drums	
42		Each	55 Gallon Water Drums (filled with water)	
43				
44				
45				
46				



*CATEGORY 6.*  
*POLICIES & PROCEDURES*

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- 6.1 Mandated Policies and Procedures
- 6.2 Attendance Procedures
- 6.3 Child Abuse Reporting
- 6.4 Suspension and Expulsion Policies
- 6.5 Staff Notification of Dangerous Students
- 6.6 Sexual Harassment Policy
- 6.7 School Discipline
- 6.8 Dress Code

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## 6.1 Mandated Policies and Procedures

*The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)*

- ☐ Child abuse reporting consistent with Penal Code 11164.
- ☐ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ☐ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- ☐ A sexual harassment policy pursuant to Education Code 212.6
- ☐ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- ☐ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- ☐ Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

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## 6.2 Attendance Procedures

### **Procedures for Reporting Absences:**

School attendance is integral to a student's academic success. Compulsory attendance in school is legally required for all minors under the age of sixteen and it is the responsibility of the parent to ensure that his/her student attends regularly. Truancy, tardiness, or excessive absences violate this law and can result in the parents or the child being held accountable and penalized by the Orange County District Attorney's Office. Please note, taking your student out of school for family vacations will be considered an unexcused absence.

### **If your child is absent:**

Call your child's school or email the school's attendance clerk as soon as possible. You must call each day your child is absent. This is an Education Code requirement. If a phone call has not been made, a written excuse including dates and reasons for absence must be brought to the attendance clerk in the main office before school when the student returns.

### **If your child must leave early from school:**

Please allow enough time for the attendance office to retrieve the message and notify the teacher. Students/parents **MUST** check out with the attendance clerk before leaving.

### **If your child is not feeling well during school:**

Students are to request a pass from their teacher to go to the health office. Student is not to call guardian/parent from the classroom as this is a cell phone violation.

### **Examples of excused absences:**

Illness, medical appointments, court appearance, school business including field trips and on-campus testing.

### **Examples of unexcused absences:**

Vacations, oversleeping, car trouble, child care and missed the bus.

## **List of Excused Absence Reasons**

### Excused Absences

#### EDUCATION CODE - EDC

##### TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100]

*(Title 2 enacted by Stats. 1976, Ch. 1010.)*

##### DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100]

*(Division 4 enacted by Stats. 1976, Ch. 1010.)*

##### PART 27. PUPILS [48000 - 49704]

*(Part 27 enacted by Stats. 1976, Ch. 1010.)*

##### CHAPTER 2. Compulsory Education Law [48200 - 48361]

*(Chapter 2 enacted by Stats. 1976, Ch. 1010.)*

##### ARTICLE 1. Persons Included [48200 - 48208]

*(Article 1 enacted by Stats. 1976, Ch. 1010.)*

#### 48205.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and,

upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

*(Amended by Stats. 2011, Ch. 610, Sec. 1. Effective January 1, 2012.)*

### Aeries Absence Codes

Code	Absence	Abbrev.	Type	Description
A	Unverified	UNV	Unexc. - Unverified	Teacher Code – All absences teachers enter
D	Doctor	DOC	Excused - Verified	Doctor Appointment – partial day absence. Either late or early pull out >30 mins
E	EarlyPO<31	EPO	Excused - Tardy	Student leaves early, less than 30 mins, for excused reason
F	FIELD TRIP	FT	Non Absence	Field trip off campus
G	Athletics	GAM	Non Absence	
H	Ind. Stud.	IS	Non Absence	Completed, verified independent study. Does not count as absence if student fulfilled requirements. Entered after student returns and/or teacher verifies work
I	Illness	ILL	Excused - Verified	Illness
J	Justified	JUS	Excused - Verified	Excused absence that is not an illness. See ed code list. Also, acting as long as there is proof of instructional support
K	IS – Pend	ISP	Excused - Verified	Independent study while student is out, before teacher verifies work has been completed.
L	Late >30	LTE	Unexcused	Student is late for unexcused reason for more than 30 mins
M	Late<30	LAT	Excused - Tardy	Student is late for an excused reason less than 30 mins. Examples – late bus, doctor appt., etc

<b>O</b>	<b>Office</b>	<b>OFF</b>	<b>Non Absence</b>	<b>In admin office, nurse, counseling, etc.</b>
<b>P</b>	<b>EarlyPO&gt;30</b>	<b>TPU</b>	<b>Excused – Verified</b>	<b>Student leaves more than 30 mins early for an excused reason</b>
<b>Q</b>	<b>EPO&gt;30 – UX</b>	<b>EPU</b>	<b>Unexcused</b>	<b>Student leaves more than 30 mins early for an unexcused reason</b>
<b>R</b>	<b>EPO&lt;30 - UX</b>	<b>EP</b>	<b>Unexcused - Tardy</b>	<b>Student leaves less than 30 mins early for an unexcused reason</b>
<b>S</b>	<b>Suspended</b>	<b>SUS</b>	<b>Unexc. - Verified</b>	<b>Student suspended, out of school, for a full day</b>
<b>T</b>	<b>Tardy</b>	<b>TDY</b>	<b>Unexc. - Tardy</b>	<b>Teacher code for late student less than 30 mins</b>
<b>U</b>	<b>Unexcused</b>	<b>UNX</b>	<b>Unexc. - Verified</b>	<b>Student absent for an unexcused reason</b>
<b>V</b>	<b>SCHL ACT</b>	<b>ACT</b>	<b>Non Absence</b>	<b>Student participating in school-sponsored activity</b>
<b>X</b>	<b>Truant</b>		<b>Unexcused</b>	
<b>Y</b>	<b>Home Teach</b>	<b>HT</b>	<b>Non Absence</b>	<b>Home Teaching</b>
<b>Z</b>	<b>In Hse Sus</b>	<b>IH</b>	<b>Non Absence</b>	<b>Student suspended on campus</b>

## **LAGUNA BEACH UNIFIED SCHOOL DISTRICT**

### **CHRONIC ABSENCE AND TRUANCY**

#### **BP 5113.1**

##### **Students**

The Governing Board believes that excessive absenteeism, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all district students, for each school, and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in the district's local control and accountability plan and other applicable school and district plans.

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to



make changes as needed. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in identification of how to best allocate available community resources.

#### School Attendance Review Board

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).

The district shall implement a District Attendance Review Team (DART), which may include, but is not limited to, a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The District Attendance Review Team (DART) shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

#### Legal Reference:

##### EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)  
37223 Weekend classes  
41601 Reports of average daily attendance  
46000 Records (attendance)  
46010-46014 Absences  
46110-46119 Attendance in kindergarten and elementary schools  
46140-46147 Attendance in junior high and high schools  
48200-48208 Children ages 6-18 (compulsory full-time attendance)  
48225.5 Work permits, entertainment and allied industries  
48240-48246 Supervisors of attendance  
48260-48273 Truants  
48290-482967 Failure to comply; complaints against parents  
48320-48325 School attendance review boards  
48340-48341 Improvement of student attendance  
48400-48403 Compulsory continuation education  
48900 Suspension and expulsion  
49067 Unexcused absences as cause of failing grade  
52052 Academic Performance Index; numerically significant student subgroups  
60901 Chronic absence

Date Policy Adopted by the Board: October 27, 2015

## 6.3 Child Abuse Reporting

### A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse includes the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
  - a. Injury inflicted by another person.
  - b. Sexual abuse.
  - c. Neglect of child's physical, health, and emotional needs.
  - d. Unusual and willful cruelty; unjustifiable punishment.
  - e. Unlawful corporal punishment.
2. Not Considered Child Abuse
  - a. Mutual affray between minors
  - b. Injury caused by reasonable and necessary force used by a peace officer:
    - To quell a disturbance threatening physical injury to a person or damage property
    - To prevent physical injury to another person or damage to property
    - For the purposes of self-defense
    - To obtain possession of weapons or other dangerous objects within the control of a child
    - To apprehend an escapee

## **B. Mandated Child Abuse Reporting**

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

**The telephone call must be made immediately or as soon as practicably possible by telephone.**

**AND**

**A written report must be sent within 36 hours of the telephone call to the child protective agency.**

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

### **C. Sexual Activity**

**Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school administrators to determine if particular provisions under this section are current and in effect.**

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary sexual activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

#### **Reportable Sexual Activity if a Child is 14 Years of Age and:**

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older, lewd & lascivious acts committed by partner are alleged.

#### **Reportable Sexual Activity if the Child is 14 or 15 years and:**

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

#### **Reportable Sexual Activity if the Child is 16 or 17 years and:**

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

**Reportable Sexual Activity if the Child is under 18 years:**

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

**Not Reportable Sexual Activity:**

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

**Mandated reports of sexual activity must be reported to either the Orange County Child Protective Services or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.**

**D. Failure to Report Known or Suspected Child Abuse**

**Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.**

*This information has been taken directly from the Orange County Child Protective Services Informational Handout.*

**E. Child Abuse Reporting Number: (800) 207-4464 or (714) 940-1000**

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## 6.4 Suspension and Expulsion Policies

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified by law, Education Code, and Board Policy 5144.1.

Grounds for suspension which fall under Education Code 48900:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process right under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

## Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, as defined under Ed. Code.
- d. Robbery or extortion.
- e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

## Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance as defined by Education Code.
- d. Committing or attempting to commit a sexual assault as defined in the Education Code.



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## 6.5 Staff Notification of Dangerous Students

In accordance with Board Policy 5025, the Superintendent or designee shall take reasonable steps to ensure that the teacher of a student is informed in writing if a student has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions of Education Code section 48900, except subdivision (h). The information provided to the teacher shall be based upon any records that LBUSD maintains in its ordinary course of business or receives from a law enforcement agency.

Any information received by an employee pursuant to Board Policy 5025 shall be received confidence in and shall not be further disseminated.

### CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.

- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
  - (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school sponsored activity.
- (q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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## 6.6 Sexual Harassment Policy

### A. Definition

"Sexual harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

### B. Policy Pertaining to Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to Board Policy 4119.11/4219.11/4319.11.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to any of the following individuals: his/her supervisor, the principal, district administrator, or Superintendent.

Complaints of sexual harassment shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of aforementioned Board Policy and is subject to disciplinary action, up to and including dismissal.

In accordance with Board Policy 5145.7, the Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complaint in alleging sexual harassment.

LBUSD strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. An employee who receives a report or observes an incident of sexual harassment shall notify the principal or district compliance officer.

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## 6.7 School Discipline

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

### **A. Statement of Rules and Procedures On School Discipline**

Education Code 44807:

"Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

### **B. Notification to Students and Parents**

Education Code 35291:

- a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, staff, students, and parents.

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## 6.8 Dress Code

In accordance with Board Policy 5023, LBUSD recognizes its obligation to provide a safe, educational atmosphere.

The Board encourages students to dress appropriately for school.

The Board acknowledges that students have legal rights to freedom of expression, but the following standards of appearance shall apply:

1. Students must dress safely.
2. Students must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety or welfare.
3. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.
4. Students shall not dress in an obscene manner or display obscene material.
5. Students shall not display any material which advertises or promotes an unlawful act such as tobacco use, the consumption of alcoholic beverages or the possession, sale or use of drugs.
6. Students shall not display any material which is libelous or slanderous.
7. Students shall not display any material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of District or school site policies or rules.
8. Students shall not display any material which so incites students as to create a clear and present danger of the commission of substantial disruption of the orderly process of a school.

Parents and students are responsible for maintaining proper attire and appearance, and all school personnel are responsible for the enforcement of the dress code during the school day or at school-sponsored events.

*CATEGORY 7.*  
*HOMELAND SECURITY ADVISORY SYSTEM*

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7.1 Homeland Security Advisory System



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## 7.1 Homeland Security Advisory System



## **Homeland Security Advisory System (Adapted for Orange County)**

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

### **Threat Conditions and Recommended Protective Measures**

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures.



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

### **General Measures**

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc.) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.



This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

### **General Measures**

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.



An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

### **General Measures**

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.



A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

### **General Measures**

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
  - a. Communication should focus on reassurance that school is a safe place
    - i. Reminder – schools have existing safety plan
    - ii. Reminder – schools practice their safety procedures
    - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.



A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Orange County Emergency Operations Center, located at 2644 Santiago Canyon Road, will be occupied initially during the first 24 hours and be accessed by calling (714) 628-7054 of a RED threat level. (Continued operation will be determined on an as-need basis.)**

**The Orange County Office of Education** will provide staff at the **Orange County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

### General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail links to LBUSD and OCDE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the OCDE EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
  - A. review communication guidelines under Orange Threat Level
  - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Orange County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

**Listed below are websites that provide additional information.**

<a href="http://www.ready.gov">http://www.ready.gov</a>	Disaster Preparedness Information
<a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>	White House
<a href="http://www.dhs.gov">http://www.dhs.gov</a>	Federal Department of Homeland
Security <a href="http://www.nasponline.org">http://www.nasponline.org</a>	National Association of School
Psychologists <a href="http://www.fema.gov/">http://www.fema.gov/</a>	Federal Emergency Management
Agency <a href="http://www.oes.ca.gov/">http://www.oes.ca.gov/</a>	California Office of Emergency Services
<a href="http://www.bt.cdc.gov/">http://www.bt.cdc.gov/</a>	Centers for Disease Control and
Prevention <a href="http://www.fbi.gov/">http://www.fbi.gov/</a>	Federal Bureau of Investigation
<a href="http://ocde.us/">http://ocde.us/</a>	Orange County Office of Education
<a href="http://ocsd.org/">http://ocsd.org/</a>	County of Orange, "OC Gov"



*CATEGORY 8.*  
*INCIDENT COMMAND SYSTEM*

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- 8.1 The Basic Plan
- 8.2 Responsibilities for a School Disaster
- 8.3 Emergency Phases
- 8.4 Levels of Response
- 8.5 Response Level Diagram
- 8.6 Emergency Response Teams
- 8.7 District Emergency Directory
- 8.8 Emergency Communications
- 8.9 Recovery

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## 8.1 The BasicPlan

The Basic Plan addresses the Laguna Beach Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Laguna Beach Unified School District clear guidance for planning purposes in accordance with Board Policy 0450.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

### **Requirements**

The Plan meets the requirements of Orange County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

## **Objectives**

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

## **Authorities and References**

### **State of California**

#### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

#### **California Government Code, Section 3100, Title 1, Division 4, Chapter 4.**

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

### **California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

### **California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.**

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

## **California Emergency Plan**

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

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## 8.2 Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) is adapted for your school.

### Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should be supervising more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

#### **Common terminology:**

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

## How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

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## 8.3 Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### **Prevention/Mitigation Phase**

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

### **Preparedness Phase**

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

### **Response Phase**

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin. Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.



Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

### **Recovery Phase**

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

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## 8.4 Levels of Response

### **Response Levels are used to describe the type of event:**

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

#### **Response Level 0 - Readiness & Routine Phase**

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

#### **Response Level 3 - Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

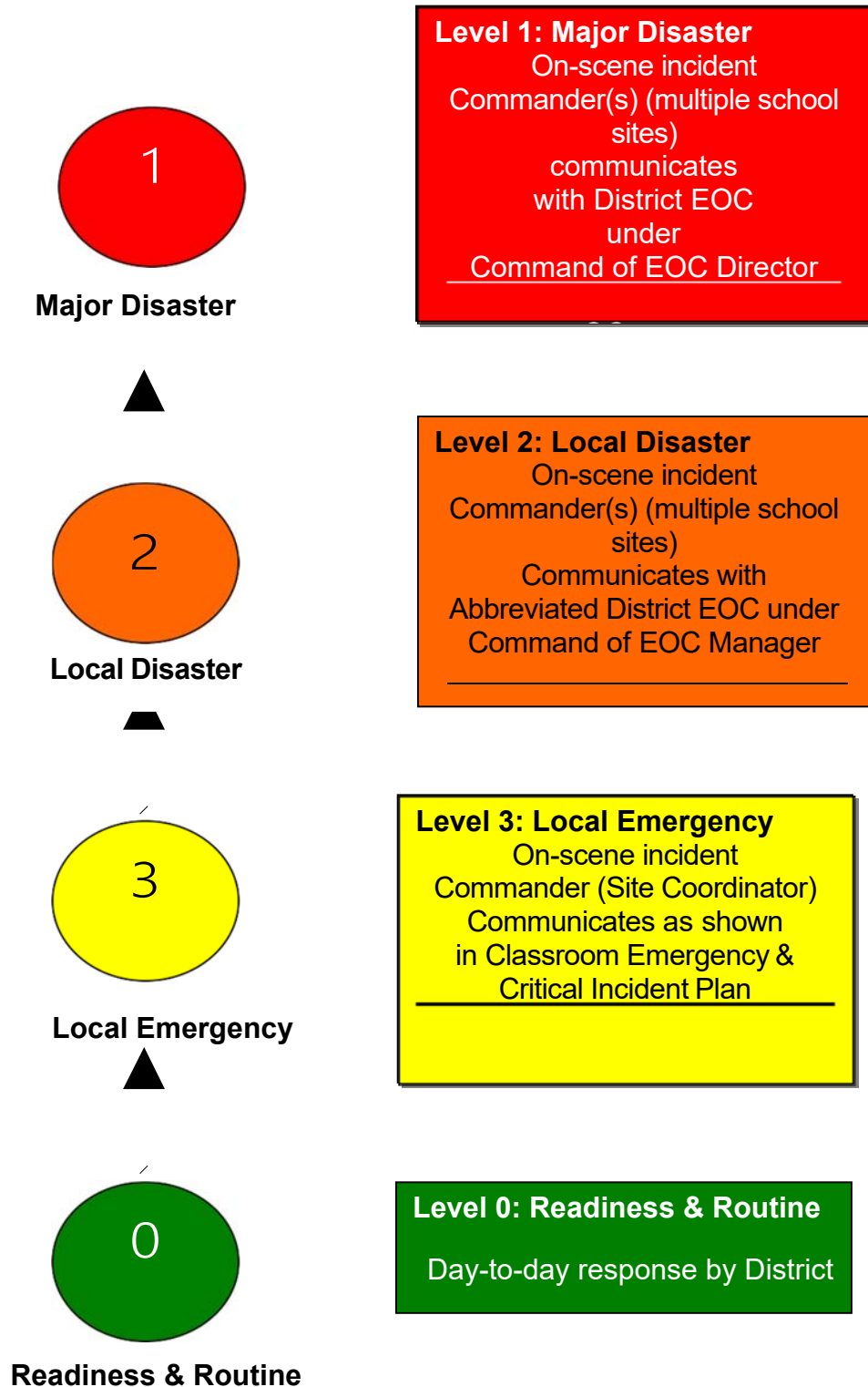
#### **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Laguna Beach Unified School District to respond. The affected Cities and the County of Orange will proclaim a local emergency. Then, the State of California may declare a state of emergency.

#### **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Orange will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. When local jurisdictions declare a State of Emergency, the district board can declare the same.

## 8.5 Response Level Diagram



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## 8.6 Emergency Response Teams

### **Primary Incident Command System Functions:**

#### **Incident/School Commander (The “leader”)**

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Laguna Beach Unified School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

#### **Operations Section (The "doers")**

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

#### **Planning/Intelligence Section (The 'thinkers')**

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

#### **Logistics Section (The "getters")**

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

#### **Finance and Administration Section (The "collectors")**

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

## **Unified Command Structure**

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

### **Advantages of using Unified Command**

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

### **Pre-Designated Incident Facilities**

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

## LAGUNA BEACH UNIFIED SCHOOL DISTRICT

### INCIDENT COMMAND TEAM ASSIGNMENTS

*<Insert School Year Here>*

*(To be completed by each site and submitted to the LBUSD Safety Committee by October 31<sup>st</sup> of each school year for inclusion into the Comprehensive Safety Plan)*

**Incident Commander:** The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Laguna Beach Unified School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

**Primary:**  
**Team:**

**Alternate:**

**Operations:** The Operations Section is responsible for coordinating all operations in support of the emergency response, for implementing action plans, and triage of personnel. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

**Primary:**  
**Team:**

**Alternate:**

**Planning:** The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

**Primary:**  
**Team:**

**Alternate:**

**Logistics:** The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

**Primary:**  
**Team:**

**Alternate:**

**Finance:** The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

**Primary:**  
**Team:**

**Alternate:**

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## 8.7 Emergency Directory

Phone “trees” and employee directories will be provided from the designated Safety Committee by September 30<sup>th</sup> annually.

### **LBUSD Emergency Analog Site Phone Numbers**

District Office.....	949-497-6021
Laguna Beach High School.....	949-497-7766
Thurston Middle School.....	949-497-7798
Top of the World Elementary School.....	949-497-5397
El Morro Elementary School.....	949-497-5515

### **Laguna Beach Emergency Operation Center Phone List**

Management/IC.....	
PIO.....	
EOC Coordinator/Liaison.....	
Operations Chief.....	
Logistics Chief.....	
Planning Chief.....	
Finance Chief.....	
Law Branch.....	
Fire Branch.....	
Public Works/Marine Safety.....	

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## 8.8 Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

### **Emergencies within a school:**

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

### **Emergencies affecting two or more schools:**

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.



### **When using the District radio system:**

1. Set radio to **Emergency Channel, #16**
2. Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
3. "Unit to Base"
4. Identify yourself: "This is NAME. POSITION, from SITE"
5. Base will respond
6. Give message.

DO NOT interrupt when someone is transmitting exception for emergency information.

Portable units should remain in charger when not in use.

Portable units keep a usable charge for 4 – 6 hours.

**Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.**

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep office staff briefed on situation changes and what to tell people who phone the school.
- Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators, as needed.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Provide the Superintendent's office and Human Resource's Office with a copy of each bulletin.

### **Working with the news media:**

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are directed to report any news media personnel that appear elsewhere on campus to the Principal.

**Laguna Beach Unified School District  
EOC Message Form**

<b>Date</b>	Priority (Circle one) <b>EMERGENCY</b> <b>URGENT</b> <b>ROUTINE</b> (Life Threatened)                      (Property Threatened)                      (All Others)
<b>Time</b>	

<b>TO</b>	Name	<b>FROM</b>	Name
	Title		Title
	Location		Location

Check One      ☐ Take Action      ☐ For Information      ☐ Other

<u>Category</u>	<u>Number</u>	<u>Description</u>
A.	# _____	<b>Fatalities</b>
B.	# _____ Minor	<b>Injuries</b> <b>Minor:</b> In need of First Aid attention only
C.	# of Injured	<b>Injuries (Ambulance)</b>
	# _____ Major	<b>Major:</b> Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
		<b>Moderate:</b> Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	# _____ Moderate <b>Circle one</b>	<b>Property Damages</b>
	Major	<b>Major damage:</b> building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
	Minor	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	___ Ambulance ___ Other	<b>Resources Needed</b> ___ Other: (describe)

Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

**Additional Information:**

**Disposition:**

Action Requested By:  
(Name)

Time Action provided:

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## 8.9 Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Orange County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Orange County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

*CATEGORY 9.*  
*CHECKLISTS & FORMS*

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- 9.1 Annual Emergency Awareness/ Preparedness Checklists & Forms
- 9.2 Emergency Supply Inventory

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## 9.1 Annual Emergency Awareness / Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The following forms are designed to be used on an annual basis to meet emergency preparedness requirements.

# LAGUNA BEACH UNIFIED SCHOOL DISTRICT

## Safety Plan Annual Emergency Plan Checklist

**Site:**                    **Site Checklist**  
**Submit To:**   **Facilities Department**

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Safety Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist. The survey should be completed early each fall, signed, and submitted to the Facilities Department by October 31<sup>th</sup>. (Please put N/A by any items that are not applicable.)

<u>Check</u>	<u>Requirement</u>
_____	1. Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2. Designate a second-in-command and a backup
_____	3. Orient staff to District Safety Plan & review site procedures (staff meeting)
_____	4. Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5. Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6. Schedule drills: Fire, Earthquake, and Active Shooter
_____	7. Complete site map, post as required, and forward a copy to Business Dept.
_____	8. Complete Site Hazard Survey
_____	9. Complete Classroom Hazard Survey Summary
_____	10. Submit Classroom Hazard Survey Summary to Business Dept.
_____	11. Participate in test of District Radios
_____	12. Check battery-operated radios
_____	13. Complete supplies and equipment inventory to include classroom emergency kits
_____	14. Order supplies and equipment as necessary
_____	15. Evacuation areas/alternative identified for all classes
_____	16. Communicate to parents and students about safety/disaster procedures
_____	17. Assess food supplies as applicable.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

# LAGUNA BEACH UNIFIED SCHOOL DISTRICT

## Annual Site Hazard Survey

### Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Facilities Department by October 31<sup>th</sup>. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- \_\_\_\_\_ 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- \_\_\_\_\_ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- \_\_\_\_\_ 3. Likelihood and possible effects of flooding or landslides
- \_\_\_\_\_ 4. Probability of safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- \_\_\_\_\_ 5. Water heaters are strapped
- \_\_\_\_\_ 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- \_\_\_\_\_ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- \_\_\_\_\_ 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
- \_\_\_\_\_ 9. All computers and peripherals should be situated so as not to create a tripping hazard
- \_\_\_\_\_ 10. Machine shop and similar classes: equipment should be bolted down
- \_\_\_\_\_ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- \_\_\_\_\_ 12. Sound system speakers and spotlights: secure
- \_\_\_\_\_ 13. Compressed gas cylinders: secured top and bottom with a safety chain
- \_\_\_\_\_ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- \_\_\_\_\_ 15. Laboratory chemicals on shelves: restrained



## Annual Site Hazard Survey II

GENERAL GUIDELINES	OK	Needs Attention	Comments
<b>CAMPUS</b>			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
<b>ASSEMBLY ROOMS</b>			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
<b>ATHLETIC FACILITIES</b>			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
<b>INDUSTRIAL ARTS</b>			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
<b>SCIENCE ROOMS</b>			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
<b>EMERGENCY PREPAREDNESS</b>			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

## Annual Classroom Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by October 31. The principal shall submit a completed copy of the school needs with the principal's checklist by October 31 to the Facilities Department.

<b>ROOM NUMBER</b>	
<b>Deficiencies to be corrected by maintenance staff:</b>	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall or securely fastened	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
<b>Deficiencies to be corrected by school personnel:</b>	
Heavy objects removed from high shelves	
Clearly identified student walkways within classroom	
Electrical cables securely fastened and not tripping hazards	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

**Safety Plan Annual Drill Report**

Date	Time		Please place a "X" below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

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## 9.1 Emergency Supply Inventory

In September, each site safety team shall assess their supplies, replace, add, or remove supplies as needed and submit an updated list for the current school year to the Facilities Department by October 31<sup>st</sup>.

Item No.	Qty	Unit	Description	Expiration Date
<b>Emergency Supplies</b>				
1		Each	Radios, Solar/Wind-up	
2		Each	Fire Extinguishers	
3		Each	Plastic Personal Storm Shelters, Orange, 96" x 80"	
4		Each	Mylar Emergency Blankets 84" x 52"	
5		Each	Trash Bags, Plastic, 33 Gal	
6		Rolls	Toilet Paper	
7		Each	Portable Toilets	
8		Kits	Portable Toilet Liner Kits (each kit contains 12 )	
9		Sm Box	Matches, Water Proof	
10		Each	Butane Lighters	
11		Each	Duffle Bags, Large, Orange (empty)	
12		Each	Folding Table, 8 foot	
13		Each	Whiteboard w/Markers "Communication Board"	
14		Each	Flash Light , Lantern Style w/ 6 Volt Batteries	
15		Each	Flash Light, w/ "D" Batteries	
16		Each	Lantern, Propane (with 2 extra propane bottles)	
17		Each	Tool Bag w/screwdriver set, ratchet set, adjustable pliers	
18			hammer, adjustable crescent wrench set	
19		Each	Wrench, Gas Meter Turn/Off/on	
20		Each	Hard Hats, Yellow	
21		Each	Hard Hats, Orange	
22		Pairs	Work Gloves, Suede with warm lining	
23		Each	Goggles	
24		Each	Rope, 50ft	
25		Roll	Duct Tape	
26		Boxes/20	Dust Masks, Disposable	
27		Each	Clamps, Assorted Sizes, Plastic	
28		Each	Clamps, Jumbo	
29		Each	Clamps, Med	

30		Each	Bungee Cords, Assorted Sizes	
31		Each	Tarps 9' x 12"	
32		Each	Razor Knife (box opener)	
33		Each	Scissors	
34		Each	Pry Bars 24" (blue)	
35		Each	Pry Bars 36" (yellow)	
36		Each	Terry Towels, Washcloth	
37		Each	Terry Towels, Bath Size	
38		Each	Blankets (twin size)	
39		Each	Signage for Triage Area: "I", "D", "M" (2'x2' vinyl banners)	
40		Each	Signage for "Release" Area (2' x 4' vinyl banner w/grommets)	
41				
42				
43				
44				
45				
<b>Emergency Group Units</b>				
46		Packs	Emergency Group Units (10 people/3 days) – (contents below)	
47		<i>Pack</i>	<i>Emergency Candles</i>	
48		<i>Boxes</i>	<i>Matches, Water Proof</i>	
49		<i>Small</i>	<i>Crow Bar</i>	
50		<i>Each</i>	<i>Mini AM/FM Crank Radio</i>	
51		<i>Each</i>	<i>Flash Lights</i>	
52		<i>Each</i>	<i>"D" Size Batteries</i>	
53		<i>Rolls</i>	<i>Duct Tape</i>	
54		<i>Each</i>	<i>32 Gallon Green Trash Bags</i>	
55		<i>Each</i>	<i>Red Medical Waste Trash Bags</i>	
56		<i>Pair</i>	<i>Work Gloves</i>	
57		<i>Each</i>	<i>50ft Nylon Rope</i>	
58		<i>Each</i>	<i>Blankets, Emergency, Foil</i>	
59		<i>Packs</i>	<i>Kleenex Facial Tissue Packets</i>	
60		<i>Packs</i>	<i>Instant Cold Packs</i>	
61		<i>Each</i>	<i>Feminine Pads</i>	
62		<i>Each</i>	<i>Water Purification Tablets -Bottle</i>	
63		<i>Each</i>	<i>Playing Cards</i>	
64		<i>Each</i>	<i>Whistle on Lanyard</i>	
65		<i>Box</i>	<i>Pre-Moist Towellettes</i>	
66		<i>Assortment</i>	<i>Band-Aids, Gauze, Medical Tape, Splint Sticks, Mini Scissors, Tweezers, Face Masks, Ace Wraps</i>	
67		<i>Each</i>	<i>"Scope" Mouth Wash (Travel size bottles)</i>	
68				
69				
70				

ITEMS FOR INCIDENT/COMMAND CENTER				
71		Each	Whiteboard 3' x 2' w/Easel	
72		Pack	Paper Easel Pads	
73		Pack	Assorted Whiteboard Markers	
74		Pack	Assorted Sticky Notes/Post it Notes	
75		Roll	Masking Tape	
76				
77				
Safety Backpacks				
78		Each	Standard Red Safety Backpack	

**Item No. 78 Above “Standard Red Safety Backpack” – The below contents are to be included in a standard “Safety Backpack”. Backpack locations are to be provided on the Site Evacuation Map.**

**Safety Back Pack Contents:**

- 1 – First Aid Kit
- 1 – Whistle
- 4 – Survival Blankets
- 4 – Safety Goggles
- 1 – Worker’s Gloves
- 4 – Ponchos
- 10 – Cleaning Towelettes
- 1 – Duct Tape
- 4 – Mini Tissue Packs
- 4 – Glow-In-The-Dark Light Sticks
- 1 – Trash Bag
- 1 – Pocket Knife
- 4 – 1 Liter Water Packs
- 4 – 3-day Food Rations
- 1 – Crank Powered Flashlight