Laguna Beach Unified School District

LBUSD 2026-27 Comprehensive District & School Safety Plan

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

Preface

On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans. You will find AB 1747 on the California Legislative Information web page. Key provisions of California *Education Code* (*EC)* include requiring local educational agencies (LEAs) and the California Department of Education (CDE) to include and post requirements for new content and procedures in the Comprehensive School Safety Plans (CSSPs), which have been implemented.

The law requires the California Department of Education (CDE) to develop and post on its website best practices for reviewing and approving school safety plans. In 2020–21 the CDE implemented a statewide survey of local educational agencies (LEAs), school safety administrators, and stakeholders to gather information on current practices, challenges, and resources to assist in developing this content. The state and federal guidance and resources below are provided to assist LEAs in reviewing and approving Comprehensive School Safety Plans (CSSPs).

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 AB 1747, 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.

TABLE OF CONTENTS

CATEGORY 1. LBUSD SCHOOL SITE SAFETY PLAN OVERVIEW

1.1 AB 1747 Dated September 27, 2018: School Safety Plan 6
1.2 First Things First 8
1.3 District and Parent Responsibilities for Students 9
1.4 School Safety Planning Committee 11

CATEGORY 2. DEFINITIONS

2.1 Definitions: Incidents, Emergencies, Disasters 15

CATEGORY 3. EMERGENCY RESPONSE PROCEDURES & DRILLS

3.1 Basic Actions 18
3.2 Earthquake Overview and Drills 21
3.3 Fire Drills 25
3.4 Fire 26
3.5 Active Violence/Lockdown Drills 27
3.6 Lockdown: Active Violence 28
3.7 Power Outage / Rolling Blackouts 29
3.8 Shelter-in-Place 32
3.9 Bomb Threat 33
3.10 Secure Campus 35
3.11 Intruder on Campus 36
3.12 Hostage Situation 37
3.13 Poisoning, Chemical Spills, Hazardous Materials 38
3.14 Evacuation & Reunification 42
3.15 Infection Prevention Plan 43
3.16 Missing Student 54

CATEGORY 4. EMERGENCY EVACUATION ROUTES & PROCEDURES

4.1 Emergency Evacuation Routes and Procedures 57
4.2 Emergency Evacuation Routes 59

CATEGORY 5. MEDICAL EMERGENCIES

5.1 Medical Emergencies 66
5.2 Triage Guidelines 68
5.3 Suicide 70

5.4 Mass Casualty 72
5.5 Bio Terrorism 74
5.6 Medical and Food Supplies List 78
5.7 Fentanyl Safety Plans 80

CATEGORY 6. POLICIES & PROCEDURES

6.1 Mandated Policies and Procedures 82
6.2 Attendance Procedures 83
6.3 Child Abuse Reporting 87
6.4 Family Preparedness Act of 2025 90
6.5 Suspension and Expulsion Policies 92
6.6 Staff Notification of Dangerous Students 95
6.7 Sexual Harassment Policy 99
6.8 School Discipline 101
6.9 Dress Code 102

CATEGORY 7. HOMELAND SECURITY ADVISORY SYSTEM

7.1 Homeland Security Advisory System 104

CATEGORY 8. INCIDENT COMMAND SYSTEM

8.1 The Basic Plan 114
8.2 Responsibilities for a School Disaster 117
8.3 Emergency Phases 119
8.4 Levels of Response 121
8.5 Response Level Diagram 122
8.6 Emergency Response Teams 123
8.7 Emergency Directory 126
8.8 Emergency Communications 128
8.9 Recovery 135

CATEGORY 9. APPENDICES

9.1 Annual Emergency Awareness/ Preparedness Checklists & Forms 137
9.2 Emergency Supply and Inventory Forms 144
9.3 Public Meeting Posting 147
9.4 Site Safety Plans with Supporting Documentation by School 148
9.5 Cyber Security Plan 149
9.6 Instructional Continuity Plan 165

CATEGORY 1.
LBUSD SCHOOL SITE SAFETY PLAN OVERVIEW

1.1 AB 1747 Dated September 27, 2018: School Safety Plan
1.2 First Things First
1.3 District and Parent Responsibilities for Students
1.4 School Safety Planning Committee

1.1 AB 1747 Dated September 27, 2018: School Safety Plan

Introduction

Individual schools in districts with 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 timeline and related administrative tasks to provide a process to ensure compliance with the requirements of AB 1747 Dated September 27, 2018: 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.

- 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 school sites and the district office, and will be made available to all staff, students, parents, and the community to review on the Facilities Department webpage and the schools' main offices.

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, The City of Laguna Beach, or www.readyoc.org.

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” includes all persons employed by the state or any county, city, city & county, state agency or public district, excluding a person who is legally employed but who is not a citizen or national of the United States. 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.

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 they are 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.

1.4 School Safety Planning Committee

It is the intent of the Legislature that all California public schools teaching kindergarten or any of grades 1 to 12, inclusive, operated by a school district, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, local emergency medical services personnel, the school's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of pupils and the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, response to, and education about, potential incidents involving medical emergencies, including sudden cardiac arrest, and crime and violence on the school campus. (Ed Code 32280)

(Amended by Stats. 2025, Ch. 460, Sec. 2. (SB 848) Effective January 1, 2026.)

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 32281.

The school site safety committee shall be composed of the following members: the principal or the principal's 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 32281)

Local law enforcement has been consulted (Ed. Code 32281) *Other local agencies, such as health care and emergency services, may be consulted if desired.* (Ed Code 32281)

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

Refer to Category 9 Appendices for Site Specific Safety Plans and supporting documentation.

The law requires an assessment of crime on campus or at school events. School sites are to review crime data with LBPD and consider analysis during the safety planning process including assessing the current status of school crime committed on school campuses and at school-related functions.

LAGUNA BEACH UNIFIED SCHOOL DISTRICT

LBUSD Safety Committee

Safety Plan Signature Page

The undersigned members of the Laguna Beach Unified School District Safety Committee recognize that the requirements for the AB 1747 Safety Plan and AB 2887 have been met and recommend approval of this comprehensive school safety plan by the Governing Board.

LBUSD Safety Committee includes members of the following community members as regular attendees: principals/designees, certificated teachers, parents/caregivers, classified employees, health personnel, fire department personnel, and police department personnel.

No.	Name	Site	Title	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

CATEGORY 2.
DEFINITIONS

2.1 Definitions: Incidents, Emergencies, Disasters

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 the 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

3.1 Basic Actions
3.2 Earthquake Overview and Drills
3.3 Fire Drills
3.4 Fire
3.5 Active Violence/Lockdown Drills
3.6 Lockdown Active Violence
3.7 Power Outage / Rolling Blackouts
3.8 Shelter-in-Place
3.9 Bomb Threat
3.10 Secure Campus
3.11 Intruder on Campus
3.12 Hostage Situation
3.13 Poisoning, Chemical Spills, Hazardous Materials
3.14 Evacuation & Reunification
3.15 Infection Prevention Plan
3.16 Missing Student

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.

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 the 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
   i. Immediately **TAKE COVER** under desks or tables and turn away from all windows
   ii. Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

b. Outside of School Buildings
   i. Earthquake: move away from buildings
   ii. Take a protective position, if possible

c. Explosion/Nuclear Attack:
   i. Take protective position, **OR,**
   ii. 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 HOM**E 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 a 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.

Earthquake Size Descriptions		
Descriptive Title	**Richter Magnitude**	**Intensity Effects**
Minor Earthquake	**1 to 3.9**	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	**4 to 5.9**	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.
Moderate Earthquake	**6 to 6.9**	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	**7 to 7.9**	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	**8 to 8+**	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 an 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:

<u>Indoor Earthquake Procedures:</u>

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 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.

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 cards.

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.

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 911**
   - 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.

3.5 Active Violence/Lockdown Drills

Perform procedures for Active Violence, Lock Down Drills, and Evacuation in compliance with Ed Code 32282 (J) and AB 1858 Comprehensive school safety plans: active shooters: armed assailants: drills, 20

Please review the above referenced Ed Code and Assembly Bill for further instructions as needed.

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

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

1. Teachers immediately lock doors, turn off lights, silence and dim cell phones, and close all window shades.
2. Build barricades with students to block all entrances.
3. Move students to a low visibility area of the classroom.
4. If outside, enter the nearest building.

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.

Call 911 to report information or to notify local law enforcement of an injury. Notify school administration after a 911 call is made.

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

The student reunification process and communication with families will be directed by city emergency manager, local law enforcement, or school administration.

3.6 Lockdown: Active Violence

An Active Violence/Lockdown Alert is sounded if there is an armed intruder or active violence 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 Violence 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 Violence response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings and lock exterior and interior doors or run to off-site evacuation area
- LOCKDOWN includes door barricades, internal barricades, covering windows, turning off/dimming lights, and silencing/dimming all cell phones
- Call 911 first if you know the location of the armed person, the description, identity, or if you need medical assistance for a victim
- Notify school administration immediately
- Administration notifies the superintendent or designee

Intermediate activities:

- Account for all students by taking attendance
- Remain calm, quiet, and out of site

Evacuation:

- Prepare students and yourself for a quick evacuation: leave everything behind and prepare to move quickly
- Follow all directions of law enforcement when they arrive

3.7 Power Outage / Rolling Blackouts

Due to weather conditions that may create the potential for elevated fire risk, Public Safety Power Shutoffs are under consideration in parts of the SCE service territory.

The following information is designed to serve as a planning guide in the event of planned or unplanned power outages that occur during work and school hours for all of our sites. The SCE Outage Team can be contacted directly at sceoutage@sce.com. They can provide detailed information regarding outage status and updates.

School Closure

If a planned safety power outage is implemented for Laguna Beach, we will cancel school and work. The district office will notify parents and staff via ParentSquare as soon as possible.

Communication

- Primary: Emergency analog phone lines will more than likely work.
    - Identify the location of your phone, which is typically located at the fax machine for each site.
    - Establish a person or persons that will be able to remain near the analog phone at all times.
    - Post emergency phone line numbers near your analog phone and make sure someone is near it at all times.

District Office EOC District Office Supt. Assist.	(949) 371-0080 (949) 371-0200
Top of the World	(949) 371-0205
El Morro	(949) 371-0199
Thurston MS	(949) 371-0330
Laguna Beach HS	(949) 371-0212
Transportation	(949) 371-0334

- Secondary: Power will remain for your district wifi for approximately one hour.
    - Enable wifi calling on your cell phone to use.
- Facilities will contact our local energy provider and provide updates on the expected duration of the outage.
- In the event that water and/or sewer stop working, facilities will order the immediate delivery of portable restrooms and handwashing stations for your site.

Flow

First Call	Mike Conlon	(949) 330-9580
1st Back-up	Don Austin	(949) 243-5580
2nd Back-up	Ryan Zajda	(760) 815-6766

Emergency Contacts

City of Laguna Beach Emergency Coordinator	(949) 497-0350
Police	(949) 497-0701
Fire	(949) 497-0700
Water District	(949) 494-1041
SoCal Edison	(800) 611-1911
Temp Restrooms	(800) 864-5387

Student Attendance (unplanned or short term planned outages)

- If the power goes out prior to the start of school, or at any time during the school day, our goal is to keep everyone at the school for the duration of the day.
    - Notify the main district office in accordance with the communication flow identified above and they will contact the affected utility companies to obtain outage estimates.
    - The main district office will also help coordinate operational activities to deal with the lack of power.
        - All communication will need to go through the Communications Department.
        - Nutrition Services will coordinate the delivery of pre-prepared meals for lunch and snack time.
        - Facilities will provide utility updates, cancel buses, and coordinate work as necessary for repairs.
    - Work with your staff to identify alternative student activities for the day, or until the power comes back on.

Student Attendance (long term planned outages - 1 or more full days)

- In the event of a full day or more planned outage, work with the district office to coordinate a possible school closure.

- When Southern California Edison sends a notice of a forthcoming power outage, we will confirm the notice and issue a warning of a possible school closure to our parent community from our communications department.
- If the power outage is confirmed 24-hours in advance of it occurring, we will close the affected schools and send another communication to our parent community.

Back-up Power Information

Each site has a portable generator with the safety supplies. The generator can be used to provide power to a limited number of devices, including small appliances and equipment.

3.8 Shelter-in-Place

Shelter-in-Place will 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 may harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, or a threat in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place following the procedures below:

- **Lock doors, continue teaching or performing job related duties that can be done inside**.
- Use of a “buddy system” may be done to allow for brief and necessary restroom visits
- Remain alert and listen for instructions from school officials
- Wait for all clear from office before resuming normal daily activities on campus

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 911. 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 x5202.
- Evacuate involved buildings using fire drill procedures. The principal must have the 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.
- 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.

BOMB THREAT CHECKLIST FORM

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 Secure Campus

The Secure Campus is defined as a heightened level of vigilance that will fortify perimeter security while maintaining normal internal school operations within the school perimeter.

- The perimeter of campus is closed and locked but the operations within the perimeter remain the same for staff and students.
- Use a combination of physical barriers and site staff in attendance to monitor the perimeter for any suspicious or dangerous activity.

3.11 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 intruders of the trespass laws.
- Ask the intruder to quietly leave the campus or invite them to accompany you to the office.
- If the intruder refuses to respond to your requests, inform them 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 the cafeteria/gym/classroom.
- Spread SHELTER-IN-PLACE or LOCKDOWN/ACTIVE VIOLENCE alarm throughout the rest of school as appropriate.

3.12 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 they would be facing if they left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer them**. Do not provoke them.** 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 to 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 911.

3.13 Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

- Notify administration
- Notify the Health Services Office
- Call the American Association of Poison Control Center at 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 ext. 5213/5218. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

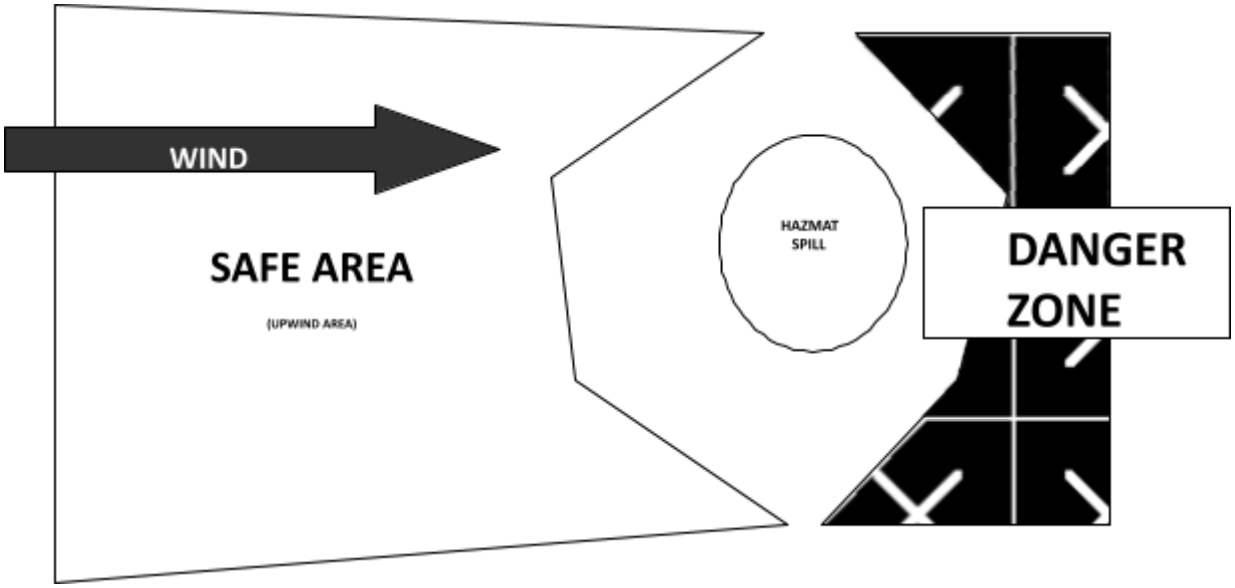
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake 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 ext. 5213/5218.



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 them for assistance with this report.

3.14 Evacuation & Reunification

When evacuation is required a coordinated response for reunification is necessary to reunite parents with students. The below criteria is to be considered when conducting parent-student reunification. Each school site has a **reunification bin** to be taken offsite when an evacuation and reunification order is given.

- Evacuation and location is to be directed by District Superintendent or their designee in collaboration with city emergency management, law enforcement and emergency responders.
- Public notification is to be made by the District Superintendent or their designee in collaboration with city emergency management, law enforcement and emergency responders to issue a mass notification message to student's parents or authorized adult.
- Coordinate with transportation officials to ensure school buses can safely access the area and have the capacity to safely evacuate students.
- The facility transported to is safe for students while they wait for parents to arrive, including shelter, access to restrooms, drinking water and food, etc.
- The facility transported to has sufficient parking for parents and has a sufficient number of ingress/egress points to minimize traffic congestion.
- Secure area against unauthorized access. Assure the reunification of students with their parents or authorized adults through separate request and release gates.
- School administrators are to utilize the "School Information Database" to verify the parent or authorized adult is allowed to receive the student.
- Assign supervisor located at student release gate to require all students to be signed out on a list for record of who the student is that was released, the time reunified, and the parent/authorized adult who received the student.

3.15 Infection Prevention Plan

The following guidelines and considerations are intended to help school and community leaders plan and prepare for in-person instruction during an infectious disease / COVID-19 outbreak. In accordance with Board Policies, LBUSD will follow BP 4119.42/4219.42/4319.42 for an Exposure Control Plan for Bloodborne Pathogens, BP 5141.22 for Infectious Diseases and BP 4119.43/4219.43/4319.43 for Universal Precautions.

This guidance is interim. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge, the guidance will be updated. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff; further guidance is forthcoming, including on school-based sports and extracurricular activities.

Implementation of this guidance will depend on local public health conditions, including those listed here. Communities meeting those criteria, such as lower incidence of infectious disease and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance will be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families.

The guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the infectious disease situation continues. Cal/OSHA has more safety and health guidance on its Cal/OSHA Guidance on Requirements to Protect Workers from infectious disease webpage and will be developing supplemental guidance to assist education employers in complying with Cal/OSHA's infectious disease - related standards.

General Measures

The District will establish and continue communication with local and State authorities to determine current disease levels and control measures in our community. For example:

- Review and refer to, if applicable, the relevant county variance documentation.

- Consult with county health officers, or designated staff, who are best positioned to monitor and provide advice on local conditions.
- Collaborate with other local educational agencies in your region, including the Orange County Department of Education (OCDE).
- Regularly review updated guidance from state agencies, including the California Department of Public Health and California Department of Education.

The District will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. The District will ensure external community organizations that use the facilities also follow this guidance.

The District will develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with infectious disease.

The District will develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to infectious disease. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members.
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing.
- Individuals who may not be able to communicate symptoms of illness.

Procedures to Help Prevent the Spread of an Infectious Disease/COVID-19

Further procedures will be developed depending on the infectious disease in accordance with state and local health guidelines/recommendations and may include the following:

- Daily self-health assessments by staff and parents/guardians of students prior to arriving on-campus.
- Temperature checks may be used at each entry point to screen all students, staff, and visitors prior to entry.
- If an employee is not feeling well and is exhibiting symptoms that may be attributed to infectious disease, the district will do the following:
    - Provide resources including how to seek medical care information.

    - Follow infectious disease Diagnosis in School Community guidance issued by the California Department of Public Health.
- If informed that an employee tests positive for infectious disease, the district will provide notice to health officials in the county/city in which they are working to thus provide the district with further guidance.
- The district will establish a routine schedule to clean and disinfect common surfaces and objects in the workplace per the guidance provided by state and local health agencies.
- The process of disinfecting includes providing disinfecting products, any PPE required for their safe use along with review of manufacturer instructions for proper use.
- The district may provide opportunities and/or information related to getting tested for the infectious disease.

Healthy Hygiene Practices

Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

- Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single use cloth towels) to dry hands thoroughly.
- Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
- Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
- Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

The District will consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

The District will develop routines enabling students and staff to regularly wash their hands at staggered intervals.

Under specific circumstances face coverings may be required and if so, the District will teach and reinforce the use of face coverings per guidance received.

Intensify Cleaning, Disinfection, and Ventilation

The District will suspend or modify use of site resources that necessitate sharing or touching items. For example, suspending use of drinking fountains and instead encouraging the use of reusable water bottles.

Staff should clean and disinfect frequently touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained staff.

Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of infectious disease.

Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

The District will limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.

The District will limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable. But where allowed, clean and disinfect between uses.

When choosing cleaning products, use those approved for use against infectious disease on the Environmental Protection Agency (EPA)-approved list and follow product instructions.

To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).

- Avoid products that mix these ingredients with peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
- The District will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

The District will ensure safe and correct application of disinfectant and keep products away from students.

The District will ensure ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.

If opening windows poses a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to persons using the facility, the District will consider alternatives.

The District will take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of waterborne diseases.

Good sanitation practices include:

- Checking restroom facilities frequently and making sure they are clean and sanitary.
- Assigning an employee to check restrooms, open doors, re-stock toilet paper, clean and sanitize as necessary.

- Making sure handwashing areas have plenty of soap, paper towels and that someone is cleaning and sanitizing.
- Making sure handwashing supplies are re-stocked regularly.
- Assigning an employee to serve drinking water and provide appropriate PPE including but not limited to gloves and respirators.
- Sanitizing water receptacle and spigot frequently.

Implementing Distancing Inside and Outside the Classroom

Arrival and Departure

- Open windows and maximize space between students and between students and the driver on school buses where practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Consider using privacy boards or clear screens.

Classroom Space

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.

Non-Classroom Space

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.

Physical Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For infectious disease, the recommended distance is at least 6 feet. Employees will be asked to practice distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.
- Before starting the work shift.
- After the work shift.
- Coming and going from vehicles.
- Entering, working and exiting physical buildings or other structures.
- During breaks and lunch periods.
- When other work activities include using various tools.

Limit Sharing

Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.

Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.

Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.

Train All Staff and Educate Families

The District will train all staff and provide educational materials to families in the following safety actions:

- Enhanced hygiene and sanitation practices.
- Physical distancing guidelines and their importance.
- Use of face coverings.
- Screening practices for infectious disease specific symptom identification.

The District will consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.

Information will be provided to all staff and families on proper use, removal and washing of face coverings.

Check for Signs and Symptoms

The District will prevent discrimination against students who (or whose families) were or are diagnosed with infectious disease.

The District will actively encourage staff and students who are sick or who have recently had close contact with a person with infectious disease to stay home. The District will develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.

The District will implement screening and other procedures for all staff and students entering the facility.

- Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
- Ask all individuals to complete a self-assessment about infectious disease symptoms within the last 24 hours and whether anyone in their home has had infectious disease symptoms or a positive test.
- Make available and encourage use of hand-washing stations or hand sanitizer.
- Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of infectious disease while maintaining confidentiality, as required under Family Education Rights to Privacy Act (FERPA) and state law related to privacy of educational records.

- If a student is exhibiting symptoms of infectious disease, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of other related medical conditions.

The District will monitor staff and students throughout the day for signs of illness; send home students and staff with a fever, cough or other infectious disease symptoms.

The District will not penalize students and families for missing class.

Plan for When a Staff Member, Child or Visitor Becomes Sick

The District will work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of infectious disease.

Any students or staff exhibiting symptoms should be taken to the Care Center to minimize contact with others until they can be transported home or to a healthcare facility, as soon as practicable.

For serious injury or illness, call 911 without delay. Seek medical attention if infectious disease symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.

Notify local health officials, staff and all families immediately of any positive case of infectious disease while maintaining confidentiality as required by state and federal laws.

Close off areas used by any sick person and do not use them before cleaning and disinfection. All current guidelines will be followed as determined by state and local healthcare agencies.

Sick staff members and students are not to return until they have met state and local healthcare agency criteria to discontinue home isolation.

The District will ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.

The District will provide students, teachers and staff from higher transmission areas opportunities for working remotely, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas and vice versa.

Maintain Healthy Operations

The District will monitor staff absenteeism and have a roster of trained back-up staff where available.

The District will monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.

The District will designate a staff liaison or liaisons to be responsible for responding to infectious disease concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

The District will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.

The District will consult with local health departments if and when routine testing is being considered.

The District will support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as working remotely, virtual learning or independent study.

Considerations for Partial or Total Closures

The District will check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.

Under the direction of the local healthcare agency when a student, teacher or staff member tests positive for infectious disease and has exposed others at the school, the District will follow all required isolation, disinfection, and communication protocols. The District will maintain direct communication with local healthcare agencies.

Training

The District will provide regular training for employees on the following topics using interactive methods that are easy to understand including verbal, visual, audiovisual and picture-centered handouts and other resources:

- What is infectious disease and how is it spread?
- Signs and symptoms of infectious disease.
- When to seek medical attention if not feeling well.
- Prevention of the spread of infectious disease if you are sick.
- Physical distancing guidelines.

- Importance of washing hands with soap and water for at least 20 seconds or use of hand sanitizer if soap and water are not readily available:
    - Hand washing should occur before and after using the toilet, eating, coming and going to work, after interactions with others, after contacting shared surfaces or tools, before and after wearing masks or gloves, and after blowing nose or sneezing. Methods to avoid touching eyes, nose and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectants:
    - Reading labels, wearing proper personal protective equipment (PPE), hazard review and steps to minimize harm to employees using those products.

3.16 Missing Student

The following guidelines and considerations are intended to help school and community leaders plan and prepare for a missing student incident. These guidelines and considerations are based on the best practices currently employed by the District working in conjunction with law enforcement and will be updated when necessary. All decisions about following this guidance should be made in collaboration with the Superintendent or the Superintendent's designee. Implementation of this guidance will be tailored for each school setting and is recommended to be included in their site specific safety plan.

If a student location on campus before, during, after school while under the School District's supervision is not known then the student is considered to be missing. In the event that a student is missing, the following steps are to be followed:

<u>Establish that the Student is Missing from School or School-Sponsored Activity</u>

- Review with the registration clerk the attendance record for the day to confirm the student attended school that day, and to determine if the student may have been picked up early
- Instruct the reporting party to immediately call the school back if they locate the student
- Administrator or designee will verify the name, age, grade, and teacher name(s) of the missing student
- Identify the last known location of the missing student and direction of travel (Notify the district office of the missing student information and district staff will initiate examination of possible site video recordings)
- Notify local law enforcement that an initial search is being conducted for a potential missing student
    - The police prefer to be notified ASAP

<u>Activate School Site Response Team</u>

- Site emergency command center response team activated
- Take role of response team members and establish teams
- Coordinate efforts with local first responders
- Print the student demographic page from the Student Information System and make copies
- Verify and record the name and phone number of the reporting party for the missing student for follow-up contact
- Collect all data that may be used to help identify the missing student, including but not limited to:
    - Student name, and physically identifying features: height, weight, eye

color, hair color, etc.
    - Known clothing that day
    - Recent photograph of student for reference
    - Location or direction the student was last seen travelling

Search and Rescue

- On-site search: LBUSD staff will coordinate with law enforcement
- Off-site search: Law Enforcement leads search and rescue
- LBUSD will:
    - Maintain frequent and clear communication providing regular updates from search teams to Administrator or designee
    - Maintain accurate documentation of timeline, communication, persons involved, and outcomes

After Action Review

- Complete an internal analysis of protocols and procedures employed after each missing student event
    - What was effective and why
    - Identify areas for improvement
    - Update safety plan(s) with new learning

CATEGORY 4.
EMERGENCY EVACUATION ROUTES & PROCEDURES

4.1 Emergency Evacuation Routes and Procedures

4.2 Emergency Evacuation Routes

4.1 Emergency Evacuation Routes and Procedures

AB-2968 School safety and fire prevention: fire hazard severity zones: comprehensive school safety plans: communication and evacuation plans.

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 the room and report anything amiss to the 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 a predetermined evacuation location.

4.2 Emergency Evacuation Routes

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

<Maps are not available to the public due to safety reasons>

Laguna Beach High School Emergency Evacuation Routes

<Maps are not available to the public due to safety reasons>

Thurston Middle School Emergency Evacuation Routes

<Maps are not available to the public due to safety reasons>

Top of the World Elementary School Emergency Evacuation Route

<Maps are not available to the public due to safety reasons>

El Morro Elementary School Emergency Evacuation Route

<Maps are not available to the public due to safety reasons>

CATEGORY 5.
MEDICAL EMERGENCIES

5.1 Medical Emergencies
5.2 Triage Guidelines
5.3 Suicide
5.4 Mass Casualty
5.5 Bio Terrorism
5.6 Medical and Food Supplies List
5.7 Fentanyl Safety Plans

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.

As required by AB 2887, below are procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency.

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 a 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

As required by AB 2887, Medical Emergency Procedures: Safety plans must include protocols for responding to sudden cardiac arrests or other life-threatening medical emergencies. This includes integrating evidence-based elements like CPR training and AED placement on campus.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:

TRIAGE Priorities
Highest Priority - RED TAG
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
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
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 the 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 Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and with school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The full content of the Board Policy can be found under BP 5141.52. 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 a while. 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 counseling.

5.4 Mass Casualty

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

- Determine what the problem is and **call 911** 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 the problem will continue or if it is over.
- Notify the Superintendent's office.
- School representatives will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm and reassure students.
- The Fire Department will notify appropriate agencies for additional help.
- The 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 911 to report the incident. If you are at work, CALL 911 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 are 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 speck, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorders 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 1970s, 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 four (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 31st.

Medical and Food Supplies List				
NO.	**QTY.**	**UNIT**	**DESCRIPTION**	**EXPIRATION DATE**
1		Each	Large 1st Aid Kits (Metal Containers) *(contents listed below)*	
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 (Solar Caine)*	
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)	
NO.	**QTY.**	**UNIT**	**DESCRIPTION**	**EXPIRATION DATE**
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				

5.7 Fentanyl Safety Plans

Middle and high school students across California will be protected by a new law requiring life-saving prevention and response resources for fentanyl overdoses under legislation signed by Gov. Gavin Newsom on Oct. 13, 2023. Newsom announced that he had signed Senate Bill 10 or Melanie's Law, introduced by Sen. Dave Cortese (D-San Jose).

In accordance with updates to California Law, the following protocol shall be implemented in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

- All site administrators, health office staff, and front office staff, other staff who are required to have current CPR/First Aid certification as part of their job duties, and any other staff member on a volunteer basis shall be trained in opioid poisoning detection and emergency procedures.
- All school sites and the district office shall maintain a stock of medication (Naloxone/Narcan or equivalent) in the health office or adjacent to a centrally located Automated External Defibrillator (AED) to be used by trained personnel in the event of an actual or suspected opioid poisoning.

Annual Opioid Overdose Training Shall Include:

1. Viewing of the California Department of Public Health (CDPH) "Administering Naloxone" training video available for free on the internet
2. Complete the "Hands-on" training with District Registered Nurse staff and demonstrate proficiency in the administration of naloxone and calling 9-1-1.
3. All staff who complete the training will have documentation of completed trainings maintained in the Human Resources office

CATEGORY 6.
POLICIES & PROCEDURES

6.1 Mandated Policies and Procedures
6.2 Attendance Procedures
6.3 Child Abuse Reporting
6.4 Family Preparedness Act of 2025
6.5 Suspension and Expulsion Policies
6.6 Staff Notification of Dangerous Students
6.7 Sexual Harassment Policy
6.8 School Discipline
6.9 Dress Code

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: Senate Bill 719, School Safety

- ❏ Child abuse reporting consistent with Penal Code 11164-11174.3.
- ❏ 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 49073-49079.7
- ❏ A sexual harassment policy pursuant to Education Code 212.5-212.6
- ❏ 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

6.2 Attendance Procedures

The Governing Board believes that absenteeism, whatever the cause, 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 full content of the Board Policy can be found under BP 5113.1.

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 their 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 or email 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. Students are not to call the 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

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 - 65001]
(Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 27. PUPILS [48000 - 49703]
(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 the pupil's illness.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of the pupil's 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, including absences to care for a sick child for which the school shall not require a note from a doctor.

(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 the pupil's 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.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(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, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(Amended by Stats. 2018, Ch. 942, Sec. 5.5. (AB 2289) Effective January 1, 2019.)

Aeries Absence Codes

Code	Absence	Abbrev.	Type	Description
A	Unverified	UNV	Unexcused - Unverified	Teacher Code – All absences teachers enter
D	Doctor > 30	DOC	Excused - Tardy Verified	Illness or Doctor, more than 30 minutes
E	Early PO < 31	EPO	Excused - Tardy Verified	Student leaves early, less than 30 minutes, for excused reason
F	Field Trip	FT	Non Absence	Field trip off campus
G	Athletics	GAM	Non Absence	LBHS - only
H	Ind. Study	IS	Non Absence	Completed, verified independent study. Does not count as absence if the student fulfilled requirements. Entered after student returns and/or teacher verifies work
I	Illness	ILL	Excused - All Day Verified	Illness
J	Justified	JUS	Excused - All Day Verified	Excused absence that is not an illness. Ed Code 48205. (Court / Religious Holiday / Funeral-immediate family)
K	IS-Pending	ISP	Excused - All Day Verified	Independent study while the student is out, before the teacher verifies work has been completed. Change to 'H' if credit is earned. Change to 'U' if no credit is earned.
L	Late > 30	LTE	Unexcused - Tardy	Student is late for unexcused reason for more than 30 minutes
M	Late < 31	LAT	Excused - Tardy	The student is late for an excuse of less than 30 minutes. Examples – late bus, doctor appt., etc.
O	Office	OFF	Non Absence	In the admin office, nurse, counseling, etc.
P	Early PU > 30 (Ex)	TPU	Excused – Verified	Student leaves more than 30 minutes early for an excused reason
Q	Early PU > 30 (Un)	EPU	Unexcused	Student leaves more than 30 minutes early for an unexcused reason
R	Early PU < 31 (Un)	EP	Unexcused - Tardy	Student leaves less than 30 minutes early for an unexcused reason
S	Suspended	SUS	Unexcused - All Day Verified	Student suspended, out of school, for a full day
T	Tardy	TDY	Unexcused - Tardy	Teacher code for late student less than 30 minutes
U	Unexcused	UNX	Unexcused - All Day Verified	Student absent for an unexcused reason or unverified absence not cleared within 72-hours by parent
V	School Act	ACT	Non Absence	Student participating in school-sponsored activity
W	Work / Studio	WRK	Excused - All Day Verified	Proof of onset Teacher instruction
X	Truant	TRU	Unexcused	
Z	In-House Sus	IH	Non Absence	Student suspended on campus

6.3 Child Abuse Reporting

Each LBUSD employee is required to participate in and is provided with Mandated Reporter training on an annual basis. Training must be completed within the first six weeks of each school year. BP 5141.4 Child Abuse Prevention and 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

California Penal Code 11166.5(a) requires that any mandated reporter as specified in Section 11165.7 prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she is a mandated reporter and inform the employee of his or her reporting obligations under Section 11166 and will comply with provisions.

The law requires all school districts to provide annual training to their employees in child abuse detection and mandatory reporting obligations under the Child Abuse and Neglect Reporting Act (CANRA) within the first six weeks of each school year, and to new employees within the first six weeks of hire. California Penal Code 11165.7 includes but is not limited to defining a mandated reporter as one of the
following:

- A teacher,
- An instructional aide,
- A teacher's aide or teacher's assistant employed by any public or private school,
- A classified employee of any public school,
- An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.

California Penal Code 11166 States "…a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident. California Penal Code 11172 subdivision (e) gives mandated reporters who report suspected cases of child abuse absolute immunity, both civilly and criminally, for making such reports. However, any person who fails to report an instance of child abuse as required by the Child Abuse Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months or $1,000 or both.

Welfare Institutions Code Section: 15630 states: (a) Any person who has assumed full or intermittent responsibility for care or custody of an elder or dependent adult, whether or not that person receives compensation, including

administrators, supervisors, and any licensed staff of a public or private facility that provides care or services for elder or dependent adults, or any elder or dependent adult care custodian, health practitioner, clergy member, or employee of a county adult protective services agency or a local law enforcement agency, is a mandated reporter.

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.

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 Suspecreport 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

F. Child Abuse Reporting Form: Department of Justice/State of California (BCIA 8572)

6.4 Family Preparedness Act of 2025

In accordance with the Family Preparedness Plan Act of 2025 and Education Code 234.7, the District is committed to maintaining a safe and accessible learning environment for all students, regardless of immigration status or religious beliefs.

Under existing law:

- A caregiver who is 18 years of age or older and who completes a caregiver's authorization affidavit for a minor residing in the caregiver's home is authorized to enroll the minor in school and consent to school-related medical care. A qualifying relative caregiver who completes the affidavit has the same authority to consent to medical and dental care as a legal guardian, as provided by law. A person who relies in good faith on a completed caregiver's authorization affidavit to provide medical or dental care, without knowledge of contrary facts, is not subject to civil or criminal liability or professional discipline for that reliance.
- The District does not collect information or documentation regarding the citizenship or immigration status of students or their family members, except as required by state or federal law or to administer a state or federally supported educational program.
- Requests for access to nonpublic spaces on school campuses or for student, family, or staff information for purposes of immigration enforcement are governed by Board-adopted policies. Any such requests are handled by the appropriate District administrator in a manner that protects student, staff, and employee privacy and confidentiality.
- Information regarding students' rights to a free public education are provided to parents and caregivers annually during the data confirmation prior to the start of the school year.

The Family Preparedness Plan Act of 2025 expands the definition of "relative" for purposes of executing a caregiver's authorization affidavit. As revised, additional relatives are authorized to execute the affidavit and are granted the same authority as legal guardians to consent to school-related medical care for a minor, as provided by law. Execution of the affidavit remains subject to the requirements and penalties of law, including those related to perjury.

Courts may now appoint a custodial parent and a person nominated by the custodial parent as joint guardians of a minor when the custodial parent is temporarily unavailable due to specified circumstances, including immigration-related administrative actions.

The revised bill also requires the governing board or body of a local educational agency to provide information consistent with guidance on immigration enforcement issued by the California Attorney General and to update that

information as necessary to reflect any revisions to the Attorney General's guidance (Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes).

6.5 Suspension and Expulsion Policies

The Superintendent or designee shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. Refer to Board Policy 4158/4258/4358.

BP 5144.1 Suspension and Expulsion/Due Process

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 Superintendent or designee shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, 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 school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

A student's parents/guardians shall be notified as soon as possible when there is

an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.
No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Authority to Expel

A student may be expelled only by the Board.

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designees concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation.

No student shall be expelled for disruption or willful defiance.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board at least annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

6.6 Staff Notification of Dangerous Students

Teacher are alerted of dangerous students through the use of our Student Information System “Aeries.” Information is placed into the student information screen, which all teachers have access to.

In accordance with Board Policy 4112.9/4212.9/4312.9 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 4112,9/4212.9/4312.9 shall be received in confidence 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.
h. Committed an obscene act or engaged in habitual profanity or vulgarity.
i. 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.
j. 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.
k. Knowingly received stolen school property or private property.
l. 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.
m. 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.
n. 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.
o. 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:
    i. While on school grounds.
    ii. While going to or coming from school.
    iii. During the lunch period whether on or off the campus.
    iv. During, or while going to or coming from, a school sponsored activity.
p. 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.

q. Engaged in any act of bullying.

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.

6.7 Sexual Harassment Policy

All management employees are required to participate in training every year. All non-management employees are required to participate in training every two years.

Employees
4119.11/4219.11/4319.11 Sexual Discrimination and Work-Based Harassment

Students
5131.2 Anti-Bullying
5145.3 Nondiscrimination/Harassment
5145.7 Sexual Discrimination and Sex-Based Harassment

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 they have 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: their supervisor, the principal, district administrator, or superintendent.

Complaints of sexual harassment shall be filed in accordance with AR 4030 – Nondiscrimination in Employment. An employee may bypass their 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 they are being or have been sexually harassed on school grounds or a school-sponsored or school-related activity by another student or an adult to immediately contact their 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.

6.8 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.

1. 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."

2. 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.

6.9 Dress Code

BP 5132 Appearance Standards

In accordance with Board Policy 5132, 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

7.1 Homeland Security Advisory System

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 the 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 the site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of the 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 Cente**r 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 the 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 a crisis.
- Gather and provide related information to students, staff and parents.
    - review communication guidelines under Orange Threat Level
    - 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 the 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.

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

City of Laguna Beach Emergency Preparedness
https://www.lagunabeachcity.net/live-here/emergency-management/prepare-for-an-emergency

CATEGORY 8.
INCIDENT COMMAND SYSTEM

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

8.1 The Basic Plan

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 City of Laguna Beach or the 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 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 the 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

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 avoids duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

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.

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.

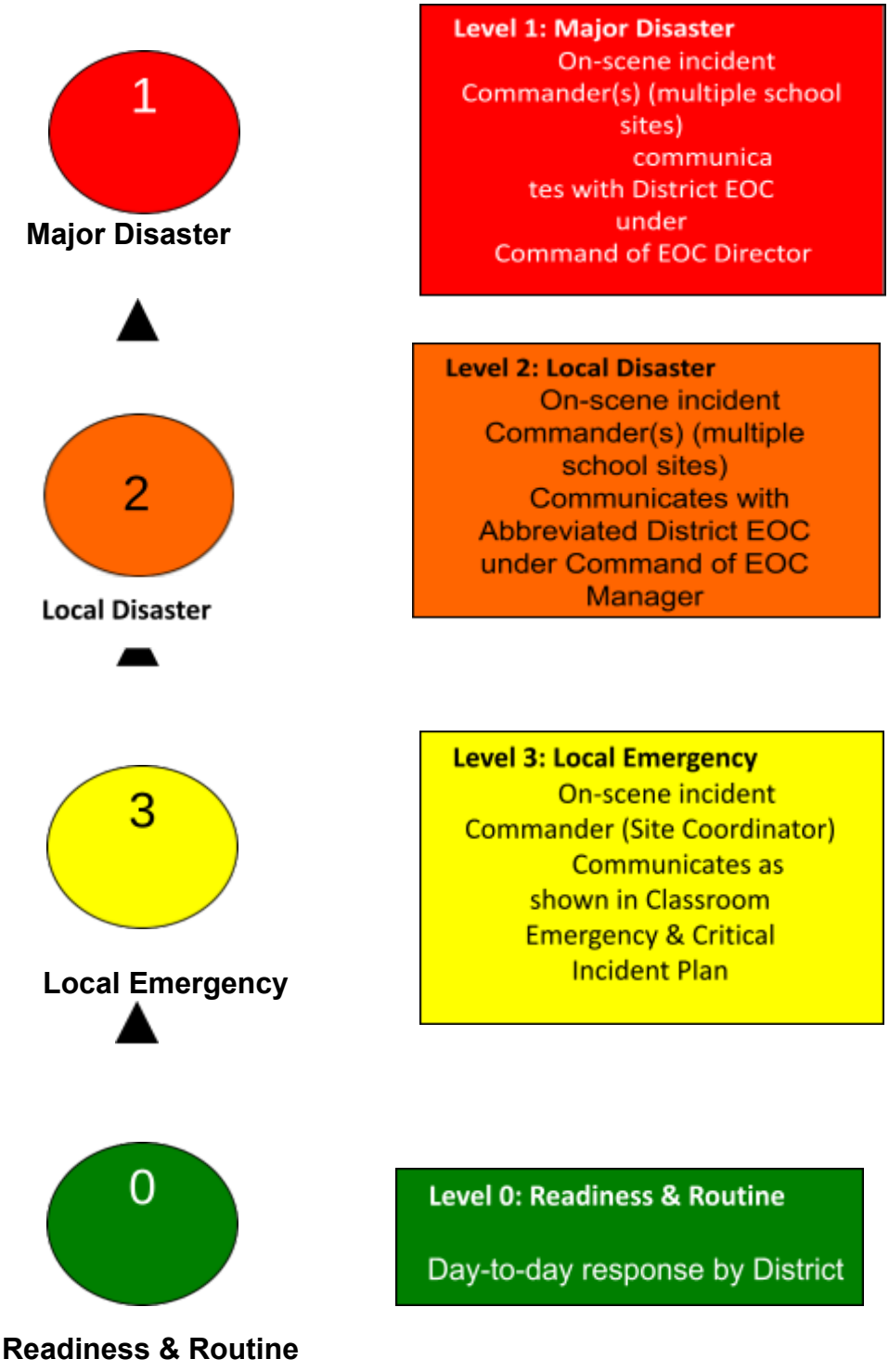
Response Level 2 - Local Disaster

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



8.6 Emergency Response Teams

Primary Incident Command System Functions:

Incident/School Coordinator (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 the 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 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 31st of each school year for inclusion into the Comprehensive Safety Plan)

Incident Coordinator: 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: **Alternate:**
Team:

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: **Alternate:**
Team:

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: **Alternate:**
Team:

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: **Alternate:**
Team:

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: **Alternate:**
Team:

8.7 Emergency Directory

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

LBUSD Emergency Analog Site Phone Numbers

District Office/EOC…….....949-371-0080

District Office/Superintendents Office……...949-371-0200

Laguna Beach High School…….949-371-0212

Thurston Middle School……...949-371-0330

Top of the World Elementary School……..949-371-0205

El Morro Elementary School……...949-371-0199

Transportation Yard……..……....949-371-0334

Laguna Beach Emergency Operation Center Phone List

Management/IC……949-464-6610

PIO……. 949-464-6690

EOC Coordinator/Liaison……949-464-6613

Operations Chief……949-464-6614

Logistics Chief……949-464-6697

Planning Chief……949-464-6698

Finance Chief……949-464-6699

Law Branch……949-464-6694

Fire Branch……949-464-6695

Public Works/Marine Safety……949-464-6696

_____ SCHOOL

Emergency Contact Phone List

For immediate assistance in the event of an after hour incident contact the LBUSD 24/7 Emergency Phone Number at **(949) 350-1427** and your call will be forwarded to the on-call Business Services/Facilities staff member.

Name	Position	Work Phone	Home Phone	Cell Phone

Contact information for the following positions at a minimum is to be provided and submitted annually by September 30th to the Facilities Department; Directors, Principal, Assistant Principal, Admin Assistant, Maintenance Worker, Daytime Custodian, and Evening Custodian.

8.8 Emergency Communications

General information and updates are available on the District's website. Emergency alerts and updates will be provided using a variety of communication channels. When an emergency occurs, the Superintendent or designee will work with the communications department to relay pertinent information to students, staff and families as dictated by the emergency conditions and in compliance with AB 2968: Communications and Evacuations Plan.

Incident Verification Checklist

Immediately following the report of an incident, district leaders should establish an on-site lead and a district office lead (e.g., administrator, incident communications team lead) to verify the facts and scope of the incident as quickly as possible.

The chart below outlines the typical responsibilities of on-site and district office incident leads. The charts serve as a guide to the information that should be verified as quickly as possible following an incident. This information will serve as the basis for all incident communications.

On-Site Lead
Establish initial contact with emergency services
Assist in establishing a command center for emergency services
Set up parent-student reunion site and staff the site
Notify district lead of parent-student reunion location information
Inform media of student/minor privacy obligations
Defer to lead agencies (e.g., police) as source of information on the event

District Office Lead
Set up a phone line that must stay open, give to on-site lead
Gather and verify facts
Secure a translator, if necessary
Assist in preparation of talking points document or official statement
Coordinate dissemination of information to stakeholders
Ensure all incoming calls/ inquiries are being recorded

The incident response team and incident communications lead should verify the following information about the incident as quickly as possible:

- What is the nature of the incident
- What is the impact on students, staff, school facilities, and the community
- Were the authorities contacted
- What emergency services are on site, if any
- Is the media covering the incident and are they on-site

Maintenance of Data & Information

Each school site will have access and maintain staff and student contact information via the Employee Information Systems and Student Information Database.

- Contact information is to be verified annually and updated as necessary
- Daily student attendance records are maintained and readily available*
- Daily bus ridership information is maintained and readily available*
- Staff attendance records and assigned substitutes are updated daily and readily available
- Designate staff who are responsible for gathering daily attendance sheets in an emergency

**Printed records or offline access to daily student and staff attendance records. Explore the attendance runner model.*

911 Direct Dial

The district phone system supports direct dialing of 911--that is, to enable the user to dial 911 without having to dial any prefix, escape digit, or access code.

Enhanced 911

The district phone system will provide a dispatch location to the answering point with every 911 call.

911 Alerting

When a 911 call is placed from the district phone system. A designated staff member is notified with the following information:

- The fact that a 911 call has been made
- A valid callback number
- The information about the caller's location

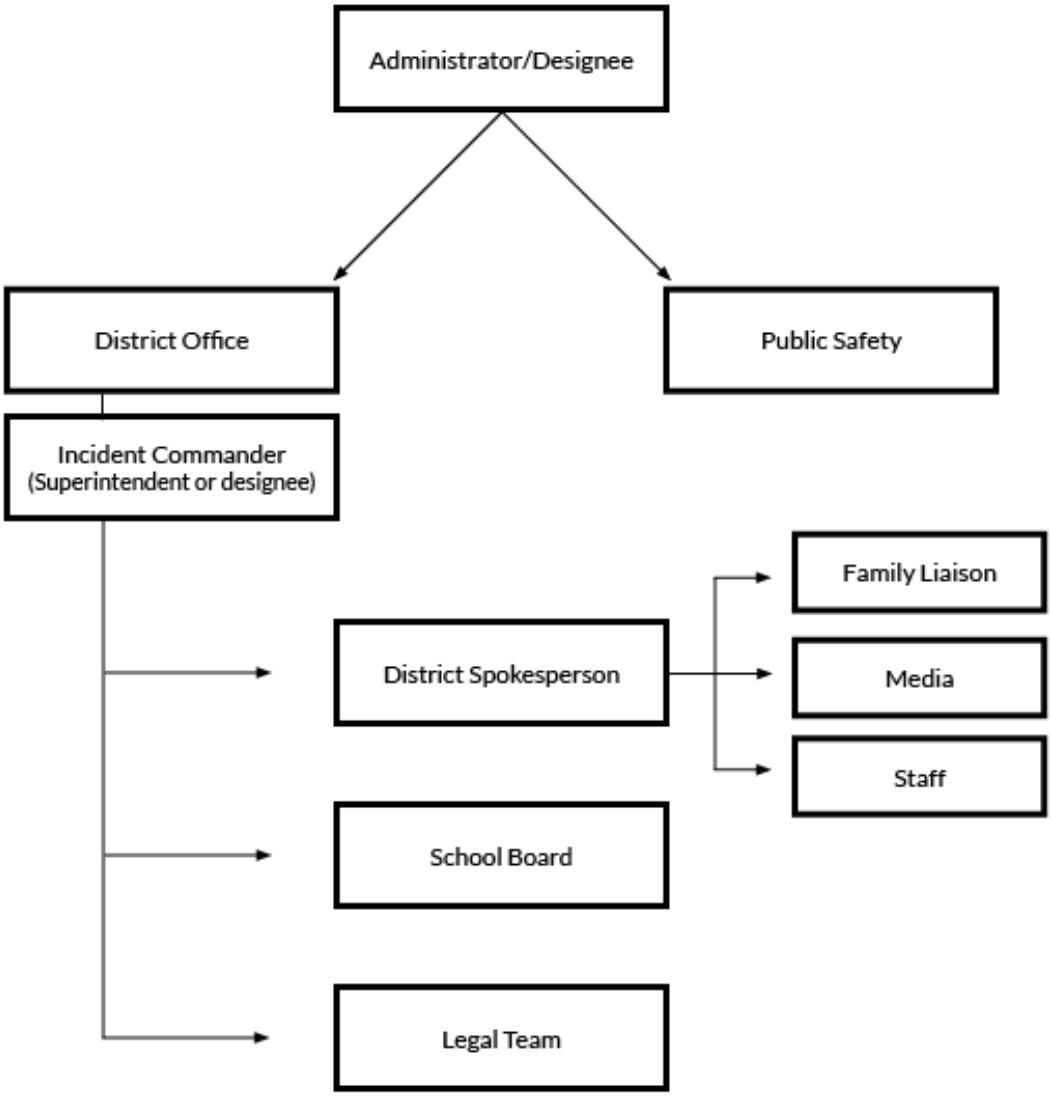
Communication Channels

ParentSquare is the primary method of communication for the district and the below features and options in use, and/or plans for future expansion.

Method	In Use?	Audience	Plan to Use/Improve	Notes
Text Messaging	Y	Parents and staff		Text comes from ParentSquare
Push Notifications	Y	Parents and staff	Have capability	
Robocalls	N			
PA System	Y	Staff and students	Added emergency alert features	
Social Media	Y	Community		
E-mail	Y	Staff, Board		
Media Statements	Y	Community		
District Website	Y	All	Banner and dashboards	
Mailed Letters	Y	Parents and community		
In-Person	Y	All	District Safety Committee	Regular Board meetings, study sessions, and town hall meetings
ParentSquare (Notification System)	Y	Parents and staff	User groups need to be prepopulated and updated at least annually and reviewed monthly Investigating direct push notification capabilities - “Urgent Smart Alert”	HS students need to download to their phones

Rapid Response Telephone Tree

Each school site and the district office will develop and maintain a Rapid Response Telephone Tree to identify key individuals and organizations that would be made aware in an emergency incident. This may need to change to simplify and provide flexibility. Focus on pushing communication to the right place.



Communication Protocol

Each school site and the district office will develop and maintain a Rapid Response Telephone Tree to identify key individuals and organizations that would be made aware in an emergency incident. This may need to change to simplify and provide flexibility. Focus on pushing communication to the right place.

Incident Impact Level	Notification Method	Expected Response Time
Low Impact Incident: Poses no or minimal risk to district safety. There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than one student. **Sample response:** Family notified of incident and appropriate support services provided.	1. The initial response is directed communication to impacted student/staff member(s). Contact information from the available database.	As soon as feasible. Follow-up to questions and/or feedback as necessary.
	2. ParentSquare student and staff notification, school site-specific.	Low impact incidents typically do not require any form of mass notification. Monitor impact and prepare status updates as dictated by the incident.
	0. Broader community.	Communication stays specific to the impacted students/staff.
Moderate Impact Incident: Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities (e.g., gas leak or a threat to the school). Communication prepared by the Site Administration in collaboration with District Communications staff. **Sample response**: Text message; posted message on district website and social media; letter sent home and/or e-mailed.	1. ParentSquare mass notification to all staff acknowledging the incident and providing status on district operations.	As soon as feasible. Review notification statistics to confirm reach.
	0. ParentSquare mass notification to all impacted school site(s) families and students, acknowledging incident and current status of all sites.	As soon as feasible. Confirm communication channels with school sites and respond to questions as necessary.
	0. Website pop-up.	Update to provide current status and any changes.
	0. ParentSquare mass notification to all contacts.	Work in conjunction with local authorities as appropriate and provide status updates specific to school operations as they evolve throughout the incident. At the time the incident no longer poses any threat, or the risk has been determined to no longer threaten our district, provide closure

		notification for the incident to all contacts.
High Impact Incident: Poses a significant and immediate risk to the safety of students. Results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities, and impacts many students (e.g., intruder in school or the use of a weapon). Communication prepared by the Site Administration in collaboration with District Communications staff. **Sample Response:** Phone message; text message; posted message on district website and social media; press release; letter sent home and/or e-mailed.	1. ParentSquare ● App push notification ● SMS (text message) ● Email	Immediate. Site Incident Command to work with the District Office EOC to provide status updates specific to student safety and school operations as they evolve throughout the incident.
	0. Pop-up banner on district website.	Immediate. District Communications Team
	0. Telephone	Immediate. Phone calls as needed
	0. Social Media ● Instagram ● Facebook	As soon as feasible; prioritize direct communication first. Provide status updates as available.
	0. ParentSquare ● App push notification ● SMS (text message) ● Email	At the time the incident no longer poses any threat, or the risk has been determined to be no longer threatened, our district provides closure notification for the incident to all contacts.

Messaging

(ParentSquare or GoogleDocs) A repository of template messages or alerts is organized of the information currently available to convey and support the messages to staff, parents, and the public. Messages should be structured to provide information essential for responding to internal and external concerns, and serve as the basis for communications that are accurate, timely, concise, and consistent. Messaging should be consistent and indicate the start, provide status updates, and notify when the incident or issue has been resolved. It is helpful to have support points identified for each key message as they occur within the timeline of communication.

Example Message Template: WildFire

Key Message 1:	Key Message 2:	Key Message 3:
We are aware of the fire	Status update on fire movement/containment and changes in operational status	Closure of incident
Key Message 1: Fire location, working with local agencies to monitor	**Key Message 1:** Provide district operational updates in conjunction with City	**Key Message 1:** Acknowledge impact and update school operations
Key Message 2: Schools open, closed, modified schedule, buses staged, etc...	**Key Message 2:** Schools open, closed, modified schedule, buses staged, etc...	**Key Message 2:** Indicate threat level of incident if it remains
Key Message 3: Schools open, closed, modified schedule, buses staged, etc...	**Key Message 3:** Share info related to resources available to support those affected	**Key Message 3:** Identify resources to assist those families affected after incident

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 their 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 are available to support schools.

Numerous agencies under the Orange County Health Care Agency Behavioral Health Services 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.
APPENDICES

9.1 Annual Emergency Awareness/ Preparedness Checklists & Forms
9.2 Emergency Supply Inventory
9.3 Public Meeting Posting
9.4 Site Safety Plans with Supporting Documentation by School
9.5 Cyber Security Plan
9.6 Instructional Continuity Plan

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 composed 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 31th. (Please put N/A by any items that are not applicable.)

Check		Requirement
_____	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 the 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 31th. (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
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
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			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
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 their classroom for hazards and correct any they can; items they 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.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
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	
Deficiencies to be corrected by school personnel:	
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	

_____ SCHOOL

Safety Plan Annual Drill Report

Date	Drill Type	Includes Students (Y/N)	Time		Principal's Signature (When Completed)
			Start	End	

Emergency drills are to be scheduled monthly at each school site. Administrators are to prepare the drill log, review the log with their school site council and staff, and then submit to the Facilities Department by May 31st of the school year prior the year when the drills are to be performed.

Pursuant to California Education Code Section 32001, the following is required to be conducted.

- Fire drill at least once every calendar month at the elementary level
- Fire drill at least four times every school year at the intermediate level

- Fire drill to be held at the secondary level not less than twice every school year

Pursuant to California Education Code Section 32282 B-I-IV, the following earthquake emergency procedure is required to be conducted.

- Drop procedure practice shall be held at least once each school quarter in elementary schools
- Drop procedure practice shall be held at least once a semester in secondary schools.

Pursuant to California Education Code Section 32282 J, the following criminal incident emergency procedure is required to be conducted.

- Active shooter training shall be held at least once each year at all schools.

Site administrators at their discretion may select other safety drills to conduct as they identify to be appropriate for site operations or may repeat required drills to comply with monthly drill requirements.

This form is a log and serves as a drill plan for the school site. Each site, under administrator direction, is required to plan and execute drills as applicable to site operations. It is recommended to involve district office and local law enforcement and emergency responders when conducting drills.

9.2 Emergency Supply and Inventory Forms

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 31st.

Item No.	Qty	Unit	Description	Expiration Date
Emergency Supplies				
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 containers 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				
Emergency Group Units				
46		Packs	Emergency Group Units (10 people/3 days) – (contents below)	
47		*Pack*	*Emergency Candles*	
48		*Boxes*	*Matches, Water Proof*	
49		*Small*	*Crow Bar*	
50		*Each*	*Mini AM/FM Crank Radio*	
51		*Each*	*Flash Lights*	
52		*Each*	*“D” Size Batteries*	
53		*Rolls*	*Duct Tape*	
54		*Each*	*32 Gallon Green Trash Bags*	
55		*Each*	*Red Medical Waste Trash Bags*	
56		*Pair*	*Work Gloves*	
57		*Each*	*50ft Nylon Rope*	
58		*Each*	*Blankets, Emergency, Foil*	
59		*Packs*	*Kleenex Facial Tissue Packets*	
60		*Packs*	*Instant Cold Packs*	
61		*Each*	*Feminine Pads*	
62		*Each*	*Water Purification Tablets -Bottle*	
63		*Each*	*Playing Cards*	
64		*Each*	*Whistle on Lanyard*	
65		*Box*	*Pre-Moist Towelettes*	

66		*Assortment*	*Band-Aids, Gauze, Medical Tape, Splint Sticks, Mini Scissors, Tweezers, Face Masks, Ace Wraps*	
67		*Each*	*"Scope" Mouth Wash (Travel size bottles)*	
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

9.3 Public Meeting Posting

NOTICE OF REQUIRED POSTING OF DISTRICT COMPREHENSIVE SAFETY

LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

NOTIFICATION FOR UPCOMING APPROVAL

District Comprehensive Safety Plan
February 12, 2026 - Regular Board Meeting
Open Session: 6:00 p.m.
Thurston Middle School
2100 Park Ave.
Laguna Beach, CA 92651

1. NOTIFICATION OF UPCOMING APPROVAL

District Comprehensive Safety Plan

LBUSD Safety Plan 2026-27.pdf

This notification was posted January 28, 2026
Diligent Community - Online - District Website
All school sites' hard copy
District Office electronic board

9.4 Site Safety Plans with Supporting Documentation by School

<Insert School Site Specific Safety Plans Here>

9.5 Cyber Security Plan

Laguna Beach Unified School District Cyber Security Standards



Version 1.0

Revision: 1/4/2023

1 Introduction **149**

2 Scope **150**

3 Information Security Risk Management **151**
3.1 Information Security Risk Assessment 151
3.2 Information Security Risk Mitigation 151
3.3 Information Security Risk Transference 152
3.4 Information Security Risk Acceptance 152
3.5 Information Security Risk Monitoring 152

4 Privacy of Personal Information **153**
4.1 Collection of Personal Information 153
4.2 Access to Personal Information 153
4.3 Access to Electronic Data Containing Personal Information 154

5 Information Security Awareness and Training **155**
5.1 Information Security Awareness 155
5.2 Information Security Training 155

6 Managing Third Parties **156**

7 Information Technology Security **157**
7.1 Protections Against Malicious Software Programs 157
7.2 Network Security 157
7.3 Mobile Devices 157
7.4 Information Asset Monitoring 157

8 Change Control **159**
8.1 Emergency Changes 159

9 Access Control **160**
9.1 Need-to-know 160
9.2 Separation of Duties 160
9.3 Password Management 160
9.4 Access Review 161
9.5 Modifying Access 161

10 Policy Enforcement **162**

1. Introduction

The Laguna Beach Unified School District (LBUSD) has developed a standard of best information security practices for protecting the confidentiality, integrity, and availability of LBUSD information assets. Unauthorized modification, deletion, or disclosure of information assets can compromise the mission of LBUSD, violate individual privacy rights, and possibly constitute a criminal act.

It is the collective responsibility of all users to ensure:

- Confidentiality of information that LBUSD must protect from unauthorized access.
- Integrity and availability of information stored on or processed by LBUSD information systems.
- Compliance with applicable laws, regulations, and LBUSD policies governing information security and privacy protection.

LBUSD Information Security Standards are not intended to prevent, prohibit, or inhibit the sanctioned use of information assets as required to meet LBUSD's core mission and LBUSD academic and administrative goals. But to ensure that these goals are achieved while meeting LBUSD's obligation to protect and safeguard information.

2. Scope

LBUSD Information Security Standard is a set of best information security practices that would apply to the following:

- Central and departmentally-managed LBUSD information assets.
- All users employed by LBUSD or any other person with access to LBUSD information assets.
- All categories of information, regardless of the medium in which the information asset is held or transmitted (e.g. physical or electronic).
- Information technology facilities, applications, hardware systems, and network resources owned or managed by LBUSD.

Auxiliaries, external businesses and organizations that use LBUSD information assets must operate those assets in conformity with LBUSD's Information Security Standards.

3. Information Security Risk Management

Risk management involves the identification and evaluation of risks to information security assets (risk assessment) and the ongoing collection of information about the risk (risk monitoring). Once a risk has been identified, LBUSD will develop and implement strategies to reduce the risk to acceptable levels (risk mitigation), share or shift the risk to another party (risk transference), or assume the identified risk (risk acceptance).

LBUSD will develop risk management processes that identify, assess, and monitor risks to information assets containing level 1 Confidential and level 2 Internal Use data as defined in LBUSD Data Classification Standard. This data may be referred to as “Protected Data”. Identified risks to these information assets must be actively managed by data owners and/or appropriate administrators in order to prioritize resources and remediation efforts.

3.1 Information Security Risk Assessment

Risk assessments are part of an ongoing risk management process. Risk assessments provide the basis for the prioritization and selection of remediation activities and can be used to monitor the effectiveness of LBUSD controls. LBUSD shall document the scope and frequency of the risk assessment; risk assessment methodology; result of the risk assessment; and, mitigation strategies designed to address identified risks.

3.2 Information Security Risk Mitigation

Risk mitigation involves prioritizing, evaluating, and implementing appropriate risk-reducing activities recommended as a result of the risk assessment process. Since the elimination of all risk is impossible, LBUSD leadership shall balance the cost and effectiveness of the proposed risk-reducing activities against the risk being addressed.

LBUSD shall select appropriate mechanisms to safeguard the confidentiality, integrity, and availability of information assets containing protected data. LBUSD mitigation strategies shall be commensurate with risks identified by risk assessments. For those risks where the mitigation strategy involves the use of controls, those controls shall ensure that risks are reduced to an acceptable level, taking into account:

- Legal and regulatory requirements and compliance.
- Cost of implementation, maintenance, and operation.
- LBUSD operation and policy requirements and constraints.

LBUSD shall develop and maintain a process for documenting and tracking decisions related to risk mitigation activities.

3.3 Information Security Risk Transference

Whenever possible, a risk may be managed by sharing or completely transferring it to another entity. LBUSD may transfer risks if the required actions of the receiving entity are deemed to result in an acceptable outcome should the risk be exploited and damage occurs. Risks associated with potential failure to comply with applicable laws, statutes, or regulations can only be transferred if the results will support compliance. External entities must meet or exceed the level of security that LBUSD protects its information assets with. LBUSD shall develop and maintain a process for documenting and tracking decisions related to risk transference activities.

3.4 Information Security Risk Acceptance

Risk acceptance occurs when potential risk-reduction activities cannot be found or those identified are determined not to be cost-effective (e.g. the protection measures cost more than the potential loss). In the case where resources for the best mitigation strategy are not available, the risk must be addressed to the extent possible using available resources. Identified acceptable risks shall be recorded in a central LBUSD risk register. LBUSD shall develop a process for documenting, reviewing, and approving accepted risks. Accepted risks identified in the risk registry shall undergo periodic review and approval by appropriate administrators.

3.5 Information Security Risk Monitoring

Sometimes, when a risk is identified, there may be insufficient or conflicting information regarding its likelihood of occurrence or potential impact. LBUSD shall monitor risks of this nature and develop a plan to gather sufficient information to judge whether the risk shall be mitigated, transferred, or accepted. If the risk is accepted it shall be added to LBUSD'S risk registry.

4. Privacy of Personal Information

All users of LBUSD information systems or network resources are advised to consider the open nature of information disseminated electronically and must not assume any degree of privacy or restricted access to information they create or store on LBUSD systems. LBUSD is a public school system, and information stored on LBUSD information systems may be subject to disclosure under state law. No LBUSD information system or network resource can absolutely ensure that unauthorized persons will not gain access to information or activities. However, LBUSD acknowledges its obligation to respect and protect private information about individuals stored on LBUSD information systems and network resources. Should personally identifiable information (identified in California law Civil Code 1798.29) be compromised accidentally or maliciously LBUSD is required to inform the impacted parties. If more than 500 California residents are impacted then a copy of the notification must be provided to the California Attorney General. To protect the privacy of LBUSD'S data all staff that have access to Level 1 Confidential data shall have a DOJ Live Scan background check.

4.1 Collection of Personal Information

To comply with state and federal laws and regulations, LBUSD shall not collect personally identifiable information unless the need for it has been clearly established.

Where such information is collected:

- LBUSD shall use reasonable efforts to ensure that personally identifiable information is adequately protected from unauthorized disclosure.
- LBUSD shall store personally identifiable information only when it is appropriate and relevant to the purpose for which it has been collected.

4.2 Access to Personal Information

Except as noted elsewhere in LBUSD policy, information about individuals stored on LBUSD information systems shall only be accessed by:

- The individual to whom the stored information applies or his/her designated representative(s).
- Authorized LBUSD employees with a valid LBUSD-related business need to access, modify, or disclose that information.
- Appropriate legal authorities.

When appropriate, authorized LBUSD personnel following established LBUSD procedures may access, modify, and/or disclose information about individuals stored on LBUSD information systems or a user's activities on LBUSD information systems

or network resources without consent from the individual. For example, LBUSD may take such actions for any of the following reasons:

- To comply with applicable laws or regulations.
- To comply with or enforce applicable LBUSD policy.
- To ensure the confidentiality, integrity, or availability of LBUSD information.
- To respond to valid legal requests or demands for access to LBUSD information.

If LBUSD personnel accesses, modifies, and/or discloses information about an individual and/or his/her activities on LBUSD information systems or network resources, staff will make every reasonable effort to respect information and communications that are privileged or otherwise protected from disclosure by LBUSD policy or applicable laws.

4.3 Access to Electronic Data Containing Personal Information

Individuals who access or store protected data must use due diligence to prevent unauthorized access and disclosure of such assets. Browsing, altering, or accessing electronic messages or stored files in another user's account, computer, or storage device is prohibited, even when such accounts or files are not password protected, unless specifically authorized by the user for LBUSD business reasons. This prohibition does not affect:

- Authorized access to shared files and/or resources based on assigned roles and responsibilities.
- Authorized access by a network administrator, computer support technician, or departmental manager where such access is within the scope of that individual's job duties.
- Access to implicitly publicly accessible resources such as LBUSD websites.
- LBUSD response to subpoenas or other court orders.
- LBUSD response to a request pursuant to public record disclosure laws.

5. Information Security Awareness and Training

LBUSD has implemented a program for providing appropriate information security awareness and training to employees appropriate to their access to LBUSD information assets. LBUSD ***information security awareness*** program shall promote strategies for protecting information assets containing protected data. All employees with access to protected data and information assets shall participate in appropriate information security awareness training. When appropriate, *information security training* shall be provided to individuals whose job functions require specialized skills or knowledge in information security. LBUSD conducts phishing training and conducts tests on end users. If users fail these tests they have mandatory training to improve their knowledge and ability to recognize risks.

5.1 Information Security Awareness

The security awareness program shall provide an overview of LBUSD information security policies, and help individuals recognize and appropriately respond to threats to LBUSD information assets containing “Protected Data” as defined in LBUSD Data Classification Standard.
The program shall promote awareness of:

- LBUSD information security policies, standards, procedures, and guidelines.
- Potential threats against LBUSD protected data and information assets.
- Appropriate controls and procedures to protect the confidentiality, integrity, and availability of protected data and information assets.
- LBUSD notification procedures in the event protected data is compromised.

After receiving initial security awareness training, employees shall receive regular updates in policies, standards, procedures and guidelines. The updates shall be relevant to the employee’s job function, duties and responsibilities. All staff that has access to Level 1 Confidential data shall undergo information security awareness training.

5.2 Information Security Training

When necessary, LBUSD information security program shall provide or coordinate training for individuals whose job functions require special knowledge of security threats, vulnerabilities, and safeguards. This training shall focus on expanding knowledge, skills, and abilities for individuals who are assigned information security responsibilities.

6. Managing Third Parties

Third parties who access LBUSD information assets shall be required to adhere to appropriate LBUSD information security policies and standards. Third parties must sign the Student Data and Privacy Alliance document. The superintendent shall sign off on all agreements in the Student Data Privacy system.

6.1 Granting Access to Third Parties

Third-party service providers may be granted access to LBUSD information assets containing protected data as defined in LBUSD Data Classification Standard only when they have a need for specific access in order to accomplish an authorized task. This access shall be authorized by a designated LBUSD official and based on the principles of need-to-know and least privilege. If these parties are software companies they will be required to sign the SDPA agreement.

7. Information Technology Security

LBUSD shall develop and implement appropriate technical controls to minimize risks to their information technology infrastructure. LBUSD shall take reasonable steps to protect the confidentiality, integrity, and availability of its critical assets and protected data from threats.

7.1 Protections Against Malicious Software Programs

LBUSD has a plan in place to detect, prevent, and report malicious software effectively. Electronic data received from untrusted sources shall be checked for malicious software prior to being placed on a non-quarantined location on a LBUSD network or information system.

7.2 Network Security

LBUSD designed their network —based on risk, data classification, and access—in order to ensure the confidentiality, integrity, and availability of its information assets. LBUSD shall implement and regularly review a documented process for transmitting data over LBUSD network. This process shall include the identification of critical information systems and protected data that is transmitted through LBUSD network or stored on LBUSD computers. LBUSD processes for transmitting or storing critical assets and protected data shall ensure confidentiality, integrity, and availability.

7.3 Mobile Devices

LBUSD shall develop and implement controls for securing protected data stored on mobile devices. Protected data shall not be stored on mobile devices unless effective security controls have been implemented to protect the data. LBUSD shall use encryption, or equally effective measures, on all mobile devices that store level 1 Confidential data as defined in LBUSD Data Classification Standard. Alternatives to encryption must be reviewed on a case-by-case basis and approved in writing by a designated LBUSD official. Other effective measures include physical protection that ensures only authorized access to protected data.

7.4 Information Asset Monitoring

LBUSD shall implement appropriate controls on the monitoring of information systems and network resources to ensure that monitoring is limited to approved activities. Records created by monitoring controls (e.g. logging) shall be protected from unauthorized access and reviewed regularly. LBUSD shall ensure that only individuals who have a “need-to-know” are granted access to data generated from monitoring controls. Data generated by monitoring shall be retained for a period of time that is consistent with effective use, LBUSD records retention schedules, regulatory, and legal requirements such as compliance with litigation holds. At a minimum, server administrators shall regularly scan, remediate, and report un-remediated vulnerabilities on critical systems or systems that store protected

information within a prescribed timeframe. The risk level of a system determines the frequency at which logs shall be reviewed. Risk factors to consider are:

- Criticality of business process.
- Information classification associated with the system.
- Past experience or understanding of system vulnerabilities.
- System exposure (e.g., services offered to the Internet).

8. Change Control

Changes to information technology systems, network resources, and applications shall be appropriately managed to minimize the risk of introducing unexpected vulnerabilities and ensure that existing security protections are not adversely impacted. LBUSD has established a process to manage changes to LBUSD information assets containing ”Protected Data”, as defined in LBUSD Data Classification Standard.

LBUSD shall evaluate the information security impact of changes by taking a risk-based approach to change control. Changes to information assets that store protected data will likely require a more rigorous review than changes to non-critical assets and shall be made in accordance with a formal, documented change control process. Changes that may impact the security of these information assets shall be identified along with the level of control necessary to manage the change.

LBUSD shall define and communicate the scope of significant changes to ”Protected Data” in order to be sure that all affected parties have adequate information to determine if a proposed change is subject to the change management approval process.

8.1 Emergency Changes

Only authorized persons shall make an emergency change to LBUSD information assets containing ”Protected Data” as defined in LBUSD Data Classification Standard. Emergency changes are defined as changes that, due to urgency or criticality, need to occur outside of LBUSD's formal change management process.

Such emergency changes shall be appropriately documented and promptly submitted, after the change, to LBUSD normal change management process.

9. Access Control

On-campus or remote access to information assets containing ”Protected Data” as defined in LBUSD Data Classification Standard shall be based on operational and security requirements. Appropriate controls shall be in place to prevent unauthorized access to protected information assets. This includes not only the primary operational copy of the protected information assets, but also data extracts and backup copies. LBUSD shall have a documented process for provisioning approved additions, changes, and terminations of access rights and reviewing access of existing account holders. Access to LBUSD protected information assets shall be denied until specifically authorized.

Access to public and shared resources shall be excluded from this requirement. LBUSD shall identify and document public or shared resources that are excluded from this requirement. Authorized users and their access privileges shall be specified by the data owner, unless otherwise defined by LBUSD policy.

9.1 Need-to-know

Access to LBUSD information assets containing protected data as defined in LBUSD Data Classification Standard shall be provided only to those having a need for specific access in order to accomplish an authorized task. Access shall be based on the principles of need-to-know and least privilege.

Authentication controls for access to LBUSD protected data must be unique to each individual and shall not be shared unless authorized by appropriate LBUSD management. Where approval is granted for shared authentication, the requesting organization shall be informed of the risks of such access and the shared account shall be assigned a designated owner. Shared authentication privileges shall be regularly reviewed and re-approved at least annually.

9.2 Separation of Duties

Separation of duties principles shall be followed when assigning job responsibilities relating to restricted or essential IT resources. LBUSD shall maintain an appropriate level of separation of duties when issuing credentials to individuals who have access to information assets containing protected data. LBUSD shall avoid issuing credentials that allow a user greater access or more authority over information assets than is required by the employee’s job duties.

9.3 Password Management

LBUSD must identify and communicate acceptable password criteria.

Password standards-
2 special characters
1 numeric
1 upper case character
1 lower case character
Must begin with alpha
Minimum length is eight characters
No palindromes
No easily guessable (qwerty, asdf, 1234)
No repetition of recent passwords
No consecutive characters
No piece of username in password
2-FA required

• Passwords with administrative access to ”Protected Data” must be changed every twelve months

9.4 Access Review

LBUSD shall develop procedures to detect unauthorized access and privileges assigned to authorized users that exceed the required access rights needed to perform their job functions. Appropriate LBUSD managers and data owners shall review, at least annually, user access rights to information assets containing protected data. The results of the review shall be documented.

9.5 Modifying Access

Modifications to user access privileges shall be tracked and logged. Users experiencing a change in employment status (e.g., termination or position change) shall have their logical access rights reviewed, and if necessary, modified or revoked.

10. Policy Enforcement

LBUSD respects the rights of its employees and students. In support of LBUSD Information Security Policy, LBUSD shall establish procedures that ensure investigations involving employees and students suspected of violating LBUSD Information Security Policy are conducted in compliance with appropriate laws, regulations, collective bargaining agreements, and LBUSD policies. Additionally, LBUSD shall develop procedures for reporting violations of this policy.

LBUSD reserves the right to temporarily or permanently suspend, block, or restrict access to information assets, independent of such procedures when it reasonably appears necessary to do so in order to protect the confidentiality, integrity, availability, or functionality of LBUSD resources or to protect LBUSD from liability.

Allegations against employees that are sustained shall result in disciplinary action. Such actions shall be administered in a manner consistent with the terms of the applicable collective bargaining agreements and the California Education code. Student infractions of LBUSD Information Security Policy shall be handled in accordance with the established student conduct process. Auxiliary employees who violate the requirements of the policy shall be subject to appropriate disciplinary actions as defined by their organization's policies. Third party service providers who do not comply with this policy will be subject to appropriate actions as defined in contractual agreements and other legal remedies available to LBUSD.

LBUSD may also refer suspected violations to appropriate law enforcement agencies.

Laws, State Codes, Regulations and Mandates:

- California Civil Code 1798.29, 1798.82, and 1798.84
- Family Education Rights and Privacy Act (FERPA)

9.6 Instructional Continuity Plan

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Laguna Beach Unified School District	Laguna Beach Unified School District	Dr. Chad Mabery, Assistant Superintendent	cmabery@lbusd.org 949-497-7700

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 1, 2025 and adopted by Laguna Beach Unified School District on June 9, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Laguna Beach Unified School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Immediately following an emergency, LBUSD initiates systemwide communication to inform families and staff of the status of school facilities, potential health and safety impacts, and any immediate changes to instructional delivery. This first notice—typically delivered through ParentSquare and supported by analog phone lines where necessary—provides clear information about whether instruction will pause, shift, or be modified.

Once initial safety and status updates are shared, the district conducts a situational analysis with site administrators and emergency personnel. This analysis informs the process for implementing instructional continuity programs, including determining the appropriate modality (e.g., distance learning, independent study, printed materials), prioritizing equity, and activating support teams to reach students with the greatest need. Site-based staff then begin outreach to families to confirm student safety, identify access barriers, and initiate individualized support as needed.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)

Phone Calls

Email

Social Media

Two-Way Communication Methods: ParentSquare, email, phone trees, Teacher and counselor outreach, District website and social media updates

LBUSD uses multiple layered channels to maintain two-way communication with families, staff, and emergency partners during and after an emergency. The primary platform is ParentSquare, which allows real-time updates and responses via text, email, and app notifications. During power outages, the district activates emergency analog phone lines at each site (often near fax machines), staffed by personnel assigned to remain nearby for consistent communication access.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The CSSP outlines emergency protocols for power outages (CSSP p.28), shelter-in-place (p. 31), and reunification (p.
In the event of power/internet outages, LBUSD will:
-Use emergency phone trees (analog lines listed in CSSP, page 28),
-Provide printed packets,
-Use radio and community partners for updates
-Staff will access iPads with Student Information from Aeries
-Each District site will have access to a phone that is equipped with the GETS number for priority in an emergency. It is also equipped with satellite texting.
-Solar Batteries will help to maintain power
-Staff will distribute printed learning packets and coordinate care for medically fragile students.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

LBUSD will continue established comprehensive systems to proactively identify and address students' social-emotional, mental health, and academic needs across all learning environments. This integrated framework ensures that students are supported holistically and equitably, aligned with LCAP goals and CSSP protocols.

- Multi-Tiered System of Supports (MTSS): LBUSD will continue to use an MTSS framework to provide tiered interventions based on student data. Universal screeners, teacher observations, and academic assessments will be used to identify students who may require additional academic or behavioral support.

- Social-Emotional Learning (SEL): SEL will continue to be embedded in classroom instruction through dedicated lessons, morning meetings, and school-wide practices. The district will continue to use CASEL-aligned strategies to promote emotional regulation, self-awareness, and interpersonal skills.
- Mental Health Services: School counselors, psychologists, and student support specialists will continue to offer individual and group counseling, telehealth sessions, and crisis response services. Referral systems will ensure students receive timely care, and partnerships with local agencies expand access to mental health resources.
- Academic Needs: i-Ready diagnostics, formative assessments, and teacher input will be used to monitor student progress and determine intervention needs. Supports will include tutoring, co-teaching, academic mentoring, and differentiated instruction based on learning profiles.
- Student Check-Ins: Teachers and support staff will conduct regular wellness and academic check-ins, especially for vulnerable student groups, including foster youth, homeless students, English Learners, and those with disabilities. These interactions will help build trust and identify early signs of distress.
- Family Engagement: Families will continue to be engaged as partners through communication tools like ParentSquare, counseling outreach, and multilingual materials that support student well-being at home.

These comprehensive strategies ensure that LBUSD responds effectively to students' evolving needs, creating a safe and supportive learning environment for all.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Laguna Beach Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

LBUSD will resume remote or in-person learning within 10 instructional days post-emergency, consistent with EC requirements and CSSP guidelines for reentry (CSSP p.19). --Remote Learning Platforms: Canvas, Google Classroom, and Curriculum-based learning platforms.
Remote Learning Instructional Materials Distribution:
-Digital: Provided via platforms above:
-Non-digital: Pickup at school sites.
Temporary Reassignment: LBUSD will partner with nearby LEAs (via OCDE) to reassign students temporarily if sites are unusable.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Conditions for Resuming In-Person Instruction Based on CSSP (p. 17-19), resumption depends on: Safe facilities (water, power, internet restored), Air quality and campus safety, Staffing and transportation readiness

Remote Instruction

Plans for remote instruction.

As required, Laguna Beach Unified School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

LBUSD's remote instruction plan ensures continuity of learning for all students while meeting the legal and instructional requirements of California Education Code sections 51747 and 51749.5, which govern Independent Study modalities. Instruction provided during remote learning will be equivalent in quality and rigor to in-person learning models, and will maintain compliance with Independent Study expectations, including teacher supervision, instructional minutes, and academic standards.

- 1:1 Devices and Connectivity: All K–12 students will be issued a district-managed Chromebook. Families with limited internet access will receive mobile hotspots or will be connected to low-cost internet programs. Technology readiness plans will include device maintenance, replacements, and technical support will be coordinated by the Technology Department.

- Independent Study Agreements: In preparation for pivots to remote learning, early written agreements will be completed with families to outline expectations for attendance, participation, and academic requirements.

- Instructional Platforms: Instruction will be delivered using district-approved platforms including Google Classroom (K–12), Canvas (6–12), and Seesaw (TK–2). These platforms will support both synchronous and asynchronous learning and are integrated with the Classlink portal for single sign-on access to curriculum and resources.

- Standards-Based Learning: Teachers will prioritize essential standards and align instruction to California state content frameworks. Lessons will include multimedia resources, recorded video instruction, and interactive digital tools.

- Assessment and Feedback: Student progress will be monitored through formative and summative assessments in i-Ready, Google Classroom, Canvas, and teacher-developed tasks. Teachers will provide timely feedback and adjust instruction based on assessment data.

- Academic Support: LBUSD will offer virtual office hours, after-school tutoring, small-group instruction, and individualized supports aligned with LCAP goals. English Learners, students with disabilities, and at-risk students receive differentiated interventions. On-demand, 24-hour virtual tutoring is available through the Paper platform.

This comprehensive remote instruction plan ensures that student learning remains uninterrupted and rigorous, regardless of physical attendance, while supporting equitable access to instruction and resources for all learners.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

LBUSD remains committed to ensuring that all students have equitable access to instructional materials, whether learning occurs in person or remotely. Distribution strategies will be designed to meet diverse student needs and align with expectations of access and equity established in the LCAP and state guidance.

- Digital Materials: Students will access digital instructional resources through district-approved platforms including Google Classroom, Canvas, and Seesaw. Textbooks, assignments, multimedia content, and adaptive learning tools such as i-Ready, Lexia, and StudySync will be linked via Classlink for easy access. Teachers will regularly update materials to reflect current lessons and provide downloadable copies when internet connectivity is limited.

- Non-Digital Materials: For students with limited digital access or for instructional needs that require physical materials, LBUSD will provide printed packets, textbooks, and hands-on learning tools. Distribution will occur via:
- Scheduled campus pick-up events
- Home delivery coordinated with school staff
- Collaboration with local shelters and service agencies for students experiencing homelessness

- Accessibility: Materials will be provided in multiple languages and accessible formats (e.g., large print, translated copies, audio versions) for students with IEPs or 504 Plans and English Learners.

- Communication and Coordination: Schools will notify families of material availability through ParentSquare, phone calls, and multilingual flyers. Teachers will follow up to ensure receipt and use of materials.

These methods will ensure that all students, regardless of circumstance, are equipped with the resources they need to succeed academically in any instructional model.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

LBUSD will continue to provide clear and equitable processes for accessing and submitting schoolwork, ensuring that all students can fully participate in learning regardless of the instructional model. These platforms and practices are aligned with expectations of access and equity established in district policy and the Local Control and Accountability Plan (LCAP).

- Accessing Schoolwork:
- TK–2: Students will use Seesaw to receive assignments and learning activities that are interactive and developmentally appropriate.
- Grades 3–5: Google Classroom will be used for accessing instructional content, assignments, feedback, and resources.
- Grades 6–12: Students will access and manage their coursework using Canvas and Google Classroom, depending on subject area and site implementation.
- All students will access supplemental tools like i-Ready, Lexia, Khan Academy, StudySync, digital textbooks through the Clever portal.

- Submitting Schoolwork:
- Students will submit digital work through the same platforms: Seesaw, Google Classroom, or Canvas.
- Assignments may include written responses, photos, audio recordings, and digital files, depending on age and subject.
- Teachers will provide regular feedback through platform comment features, rubrics, and grading tools.
- Printed packets will be available for students with limited internet access and may be submitted in person during scheduled drop-off days or scanned/photographed and returned via email.

- Parent and Student Support:
- Tutorials, translated instructions, and technical support will be available to assist with navigation and assignment submission.
- Teachers will review submission expectations with students during synchronous learning sessions and provide reminders using ParentSquare.

This system ensures all students have consistent, equitable access to complete, submit, and receive feedback on schoolwork, upholding the district's commitment to academic continuity and fairness.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Laguna Beach Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event of a prolonged disruption to in-person learning caused by an emergency or natural disaster, LBUSD will provide clear procedures and support systems for the temporary reassignment of students to ensure continuity of education.

- Interagency Agreements: LBUSD will maintain Memoranda of Understanding (MOUs) with neighboring school districts, the Orange County Department of Education (OCDE), and regional charter schools to facilitate the temporary enrollment or reassignment of students when district facilities are inaccessible.

- Communication with Families: If reassignment becomes necessary, the district will promptly notify affected families via ParentSquare, phone calls, and the LBUSD website. Staff will assist families with the enrollment process, provide relevant documentation, and coordinate transportation where feasible.

- Student Records and Support: LBUSD will securely transfer student records, including IEPs, 504 plans, ELD supports, and academic progress reports, to the receiving school site. District staff will remain in contact with reassigned students and families to ensure educational and emotional needs are met.

- Reentry Planning: Students reassigned during emergencies will be re-integrated into LBUSD schools when facilities are restored and deemed safe. School teams will review student progress and provide transitional support upon return.

This process ensures students are not denied access to education due to facility closures and supports LBUSD's commitment to continuity, equity, and collaboration across public education agencies.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

LBUSD uses a coordinated system to inform families, students, staff, and faculty when an emergency affects instruction.

District Website: The district creates a dedicated webpage to share timely updates about school closures, instructional access, technology support, and student services—all messages direct families and staff to this site for the most current information.

ParentSquare: The district sends alerts and updates through ParentSquare by text, email, voice message, and app notification. ParentSquare automatically translates messages based on each family's primary language listed in Aeries, ensuring families receive information in a language they understand.

The district sends:
-Immediate notifications following an emergency.
-Daily or multiple updates per week during extended disruptions.
-Weekly summaries as conditions stabilize.
-Learning Management Systems (LMS) and Aeries: Teachers post assignments and updates in Canvas or Google Classroom and maintain contact with students and families. Staff use Aeries to update emergency contact information, track attendance, and share grades.

Additional Communication Methods:
-School sites activate analog phone lines during power outages.
-Staff call families or conduct home visits when needed to ensure students receive support.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

LBUSD will ensure technology readiness to support a seamless transition from in-person instruction to remote learning through its robust infrastructure and proactive planning. This includes early preparation for Independent Study and equitable access to digital tools and connectivity.

- Independent Study Agreements: Families opting for or needing to transition to Independent Study will receive written agreements within the timelines defined by EC 51747. These agreements will outline attendance expectations, synchronous and asynchronous instruction requirements, and content delivery platforms. LBUSD will streamline this process using DocuSign and digital intake protocols.

- Devices and Internet Access: Each student in grades TK–12 will receive a district-issued Chromebook. Mobile hotspots will be distributed to students and families with limited or no internet access. Schools will maintain inventories of backup devices for quick deployment.

- Instructional Platforms: LBUSD will use Google Classroom and Canvas as centralized learning platforms, accessible through the district's Clever portal. These platforms allow for the delivery of assignments, real-time interaction, and grading transparency.

- Educator Readiness: Teachers receive regular professional development on digital tools and instructional strategies to deliver high-quality remote instruction. Technology staff will continue to conduct ongoing assessments of digital literacy and provide tiered support.

- Resource Access: Students and families will be trained on how to access academic tools such as i-Ready, Lexia, StudySync, and Curriculum-based platforms. All platforms are linked through the LBUSD Clever dashboard for ease of use.

Technology readiness will continue to be monitored by the Educational Services and Technology departments to ensure rapid response capability in the event of a pivot. These measures align with LCAP goals to provide equitable access and continuity of learning for all students.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

LBUSD will continue to prioritize essential learning to ensure students master critical concepts and skills necessary for academic success. Instruction will remain aligned to California Content Standards, and teachers will focus on Priority Standards identified through district-developed pacing guides and assessment data.

- Standards-Aligned Objectives: Teachers will develop learning goals and lesson plans based on grade-level standards, with accommodations and scaffolds for English Learners, students with disabilities, and other special populations. Units will integrate cross-curricular competencies outlined in the LBUSD Learner Profile.

- Progress Monitoring: Student progress will conti ue to be monitored through a variety of formative and summative tools, including:
- i-Ready Diagnostics
- CAASPP interim assessments
- Teacher-created common formative assessments
- Exit tickets, quizzes, and digital performance tasks

- Academic Support: To address unfinished learning and accelerate growth, students will continue to receive targeted support via:
- Tiered interventions within the Multi-Tiered System of Supports (MTSS)
- Small-group instruction during core and intervention blocks
- Virtual office hours held weekly by all teachers for clarification and tutoring
- After-school tutoring and extended learning sessions (in-person and virtual)
- Check-ins from counselors and academic mentors for students at risk

Instructional practices and support strategies are guided by LCAP goals focused on academic achievement, equity, and learner engagement. Site-based Professional Learning Communities (PLCs) will continue to analyze student data to adjust instruction and ensure learning continuity in any environment.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

LBUSD will remain committed to ensuring that all students, regardless of background or need, have equitable access to high-quality instructional resources. This includes proactive measures and differentiated support for students with disabilities, students experiencing homelessness, foster youth, and English Learners (ELs).

- Students with Disabilities: Instructional materials and platforms will be adapted to support accessibility through screen readers, captioning, and alternative formats. Services outlined in Individualized Education Programs (IEPs) will be provided via teletherapy, specialized software, and one-on-one sessions with special education staff. Assignments will be differentiated to align with each student's goals and accommodations.

- Homeless and Foster Youth: These students will be prioritized for immediate access to Chromebooks, internet hotspots, printed materials, and school supplies. Community liaison and student support specialists will coordinate with families and shelters to ensure resources are delivered and learning is uninterrupted. Wraparound supports will include counseling, academic mentoring, and referrals to community services.

- English Learners: EL students will receive access to instructional materials in English and their primary language when needed. Core resources will be supplemented by language development tools such as Lexia, iLit, and StudySync. Instructional aides and ELD coaches will provide individualized support, while the Family Resource Center and OCDE will provide translation services.

- Universal Access Measures: All students will access curriculum through the Clever portal, with consistent navigation across platforms such as Google Classroom and Canvas. Teachers will be trained to scaffold assignments and use culturally responsive materials. Printed packets will be available when needed.

These strategies ensure that instruction remains inclusive and equitable, aligning with LCAP priorities and legal obligations under state and federal law.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

LBUSD will continue to implement and maintain Individualized Education Programs (IEPs) for students with disabilities in accordance with state and federal guidelines. The district is committed to ensuring that all IEP services are accessible and delivered regardless of the learning environment—whether in-person, hybrid, or fully remote.

- IEP Implementation: IEP services will be provided using in-person, virtual, or hybrid models, based on student need and safety considerations. Service providers use secure platforms such as Zoom or Google Meet for direct instruction, speech and language therapy, occupational therapy, and counseling.

- Monitoring and Progress Reporting: Case managers will regularly monitor student progress toward IEP goals. Teachers and related service providers will document service delivery, maintain progress notes, and provide updates to families through scheduled meetings and written reports.

- Annual and Triennial Reviews: All required IEP meetings will be held within compliance timelines using virtual platforms or in-person when safe and appropriate. The IEP team will include general education teachers, specialists, families, and students as appropriate.

- Parent and Guardian Communication: Case managers and staff will maintain open communication with families via phone, email, and virtual conferencing. Interpreters will be available to support families in their preferred language. Parent input will be documented and integrated into IEP updates.

- Documentation and Compliance: All IEP-related documentation will be maintained in the Special Education Information System (SEIS). LBUSD's Special Education Department will continue to monitor compliance and provides technical assistance to school teams.

This comprehensive system ensures students will continue to receive legally mandated supports, aligned to individualized learning goals and access to curriculum, regardless of instructional model.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

LBUSD's support for English Learners (ELs) will remain rooted in the principles of the California English Learner Roadmap Policy, ensuring equity, access, and meaningful opportunities for academic achievement and language development in any instructional model.

- Integrated and Designated ELD: EL students will receive both integrated English Language Development (ELD) within core content areas and designated ELD time focused on language acquisition skills. Lessons will be standards-based and incorporate culturally relevant materials.

- High-Quality Instructional Materials: All ELs will have access to district-adopted curricula aligned with English Language Development standards. Supplemental programs such as iLit, Lexia, and Ellevation will be used to monitor progress and provide differentiated instruction.

- Bilingual Support: LBUSD will deploy bilingual instructional aides and ELD coaches to provide language support. Interpreters will be available during IEPs, SSTs, parent conferences, and other key meetings.

- Assessment and Reclassification: EL students will be assessed using the ELPAC to measure English proficiency. Students meeting district criteria will be reclassified in accordance with state guidelines. Progress will be reviewed annually to ensure ELs are on track for reclassification.

- Family Engagement: Communication with families will be prioritized in their primary language. Parents will be invited to participate in DELAC meetings and receive updates on student progress and services.

- Professional Development: Teachers and support staff receive will regular training on strategies for integrated ELD, scaffolding instruction, and building language-rich learning environments.

These efforts reflect LBUSD's continued alignment with the English Learner Roadmap's vision for supporting English learners as valued members of the school community, ensuring they are academically successful and linguistically proficient in English while honoring their home language and culture.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

LBUSD will continue to provide ongoing professional learning opportunities to equip educators with the skills and resources needed to successfully pivot to remote instruction and assessment. These efforts will remain aligned with the district's commitment to continuous improvement, instructional excellence, and equitable access for all students.

- Learning Management Systems (LMS): Teachers will receive training on the use of Canvas and Google Classroom to design and manage digital classrooms. Workshops include creating accessible content, managing student submissions, and using feedback tools.
- Remote Instruction Strategies: Educators will be trained on best practices for synchronous and asynchronous instruction, engagement techniques, Universal Design for Learning (UDL), and trauma-informed practices to support student wellness and participation.
- Assessment in Online Environments: Staff will participate in sessions focused on digital formative and summative assessments, including how to administer, monitor, and analyze data from i-Ready, CAASPP interim assessments, and teacher-created digital assessments.
- Equity and Access: Professional development will include topics on closing opportunity gaps, supporting students with IEPs and 504 Plans, English Learners, and students experiencing homelessness or in foster care.
- Just-in-Time Resources: LBUSD will maintain an online Professional Learning Portal with recorded sessions, how-to guides, and toolkits for quick reference.
- Collaboration and Coaching: Site-based instructional coaches and district content specialists will continue to offer job-embedded coaching and lead collaborative planning in PLCs to support digital instruction across content areas.

This robust professional learning infrastructure will ensure that educators are prepared to deliver high-quality instruction and assessment in any learning model, supporting continuity of learning for all students.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

LBUSD will ensure all students and families have access to physical and mental health professionals, including support in languages other than English. This is a critical part of LBUSD's commitment to student wellness and aligns with the district's LCAP focus on mental health access and whole-child development.

- Mental Health: School counselors, psychologists, and student support specialists, will be available through in-person services (as permitted by County heath and safety directives) or virtual counseling sessions. Staff will conduct check-ins, facilitate SEL lessons, and refer students to community agencies as needed. Services will be offered proactively and by request.

- Multilingual Support: Bilingual mental health staff and interpreters will provide services in Spanish and other languages common in the district upon request. LBUSD will use OCDE translation and interpretation services for immediate access to interpreters for additional languages. Written resources and outreach materials will be translated.

- Physical Health: School nurses will be available during school hours for consultation via phone, video call, or in person (as allowable, according to state/local health and safety directives). They will assist with medication management, health screenings, and chronic condition monitoring. In emergency events, health coordination will follow CSSP guidelines for triage and response.

The district's programs provided through the Laguna Beach Family Resource Center (FRC) will provide virtual parent and caregiver support programming focused on enhancing family capacity to support students during distance learning. Programming will include:
-Best practices for parents/caregivers for supporting student engagement in a distance learning environment
-Strategies for promoting healthy coping in the home setting
-Guidance for establishing consistent school/home routines
-Additional content based on identified family needs and emerging issues

These services will be available to all students regardless of learning model and will be promoted through school websites, classroom announcements, and direct outreach. This comprehensive support infrastructure will be maintained in partnership with community providers and ensures equity and access in health care for all LBUSD students.

Plans to provide access back-up, water and medicines in the event of an emergency.

LBUSD will maintain emergency supplies at each site, including potable water, first aid kits, and basic medical supplies as outlined in the CSSP (p.77). Each school site will be equipped with a 72-hour supply of water per person and essential medications for students with medical needs, as authorized by their care plans. Staff will be trained in emergency dispensing protocols. If an extended closure or infrastructure failure occurs, designated staff will coordinate with public health and emergency services to distribute emergency provisions and arrange continued access to medication. Portable restrooms and sanitation stations are also deployed as needed. This protocol aligns with the district’s broader health and safety strategies as described in the CSSP.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

LBUSD will ensures the continuity of essential support services, including special education, counseling, after-school programs, and food services, through a combination of in-person, virtual, and hybrid models as appropriate.

- Special Education: Services outlined in students′ IEPs will be provided through teletherapy, home visits (if permitted), and virtual instructional support. IEPs will be reviewed regularly with families, and adaptations will be made for remote learning as required by IDEA and state law.

- Counseling: All school counselors and student support specialists will continue services virtually using secure platforms like Zoom or Google Meet. SEL check-ins, crisis counseling, and mental health referrals will be sustained regardless of learning model. Communication logs will maintained to track outreach.

- After-School Programs: Enrichment and academic support offerings (e.g., tutoring, clubs) will be adapted to a digital format. LBUSD partners like the Boys & Girls Club ELO-P will use platforms like Zoom and Google Classroom to provide virtual programming.

- Food Services: Kitchens will follow CSSP health protocols to prepare and distribute meals. During remote learning, meals will be distributed through drive-through or delivery systems. All students will have access to breakfast and lunch regardless of learning model.

These efforts reflect LBUSD's continued commitment to whole-child support and align with CSSP protocols and LCAP goals related to equity, health, and access to wraparound services.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of the LBUSD Instructional Continuity Plan (ICP) is a collaborative process that engages administrators, faculty, Technology staff, students, and parents to ensure the plan is practical, equitable, and inclusive. This approach supports transparency and reflects the district's LCAP priority of engaging educational partners in decision-making.

- Administrators: Site and district administrators will coordinate logistics, oversee implementation, and provide leadership during transitions. They will ensure alignment between the ICP and CSSP, and facilitate collaboration between departments and school sites.
- Teachers and Instructional Staff: Teachers/Instructional Coaches/TOSAs will contribute to the design and revision of instructional components. Through PLCs and instructional leadership teams, they will provide feedback on technology integration, student engagement strategies, and academic planning.
- Technology (IT) Staff: Technology teams will participate in planning to ensure infrastructure readiness, provide staff training, and troubleshoot digital learning systems. Their input will ensure technology components are feasible and scalable.
- Students: Student voice will be incorporated through surveys, leadership forums, and feedback loops. Students will inform accessibility decisions and help shape wellness and communication practices.
- Parents: Families will contribute through advisory groups such as DELAC, PTA, LCAP Advisory, and School Site Councils. Parent surveys will help to inform service priorities, communication strategies, and resource delivery.

Together, these community educational partners will engage in an iterative process to ensure the ICP is responsive, actionable, and inclusive of community needs.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

LBUSD will follow a structured set of conditions for safely returning to site-based learning after any disruption, consistent with the Comprehensive School Safety Plan (CSSP) and guidance from public health authorities. These conditions will ensure that all facilities and personnel are prepared to resume instruction while prioritizing health and safety:

- Clearance from local and state public health departments that it is safe to reopen.
- Lifting of any evacuation orders or emergency declarations affecting LBUSD campuses.
- Inspection and clearance of school facilities by maintenance, public safety, and environmental health officials (CSSP p.17).
- Restoration of critical utilities: electricity, water, HVAC, and internet connectivity.
- Availability of adequate instructional and operational staff to safely manage campus operations.
- Sanitization of classrooms, restrooms, cafeterias, and common areas per health protocols (CSSP p.77).
- Reestablishment of food services, transportation, and student support programs.
- Communication with families and staff at least 24–48 hours before reopening with specific guidance and schedules.
- Prioritization of vulnerable student groups (e.g., students with IEPs, ELs, foster youth) for phased reentry.

These conditions will ensure a safe, inclusive, and effective transition back to on-campus learning while protecting student and staff well-being.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Laguna Beach Unified School District’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Laguna Beach Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually, in conjunction with the review and development of the LBUSD Comprehensive School Safety Plan